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ABSTRACT

This initial step in establishing a program of educational accountability provides descriptive information to public officials and the general public about Maryland public schools. The Report presents the overall accountability effort of goal formulation and educational assessment on the State, local school system, and individual school levels. In this Summary, the reader will find descriptive information about: the nature of the educational accountability effort thus far; the instructional goals and objectives in reading, writing, and mathematics that have been agreed upon at the State level; demographic data for the State and local school systems; and assessment data on ability and achievement summarized at the State and local school system levels. Iowa Tests of Basic Skills were used to assess achievement, and Cognitive Ability Tests were used to assess ability. Results showed Maryland's average performance in most of the achievement skill areas was slightly below the national average; however, Maryland's average performance in the ability area showed a progressive increase through the grades. (Author)

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ED118635

Summary Highlights

Maryland Accountability Program

School Year 1973-1974

1632

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January 1, 1975

To the Governor, General Assembly, and Citizens of the State of Maryland:

This first report, respectfully submitted in compliance with Maryland's landmark Educational Accountability Act, provides more information than has ever been generally known before about the public educational enterprise in our State.

An accountability report should provide information which will permit far-reaching policy decisions to be made about the allocation and application of resources--staff, equipment, materials and facilities. This first report, however, provides information which can be used only for the most superficial short-term decisions for educational program adjustment, pending the production of assessment results of evaluative studies into the processes or operations of our educational programs at all levels. Readers should exercise appropriate caution in forming judgments about the public schools of the State based solely upon the descriptive data in this report.

Although disclosure of information about the public schools is an important element in an accountability program, there are other purposes to be served related to the quality of educational programs. Over time, data such as those in this report will indicate that some schools are experiencing success with certain of their programs and that others are having difficulty. Detailed examination of the educational process in such schools should yield information of great usefulness to schools serving similar groups of students and offering similar educational programs.

It should be understood that the Maryland Accountability Program Report is submitted by the State Superintendent of Schools as the law provides and may contain views not entirely shared by all members of State and local advisory groups and educators at all levels. Helpful suggestions to strengthen the accountability program and subsequent reports from citizens and their elected representatives will be much appreciated.

We thank our advisors, consultants, and State and local educator participants for the many hours of thoughtful effort contributed to the Accountability Program.

Sincerely yours,

James A. Sensenbaugh

JAMES A. SENSENBAUGH
State Superintendent of Schools

PROGRAM SUMMARY

1. Introduction

This initial step in establishing a program of educational accountability (as described in this Summary and the more detailed Maryland Accountability Program Report, School Year 1973-1974) provides descriptive information to public officials and the general public about Maryland public schools. The Report presents the overall accountability effort of goal formulation and educational assessment on the State, local school system, and individual school levels.

In this Summary, the reader will find descriptive information about:

- The nature of the educational accountability effort thus far;
- The instructional goals and objectives in reading, writing, and mathematics that have been agreed upon at the State level;
- Demographic data for the State and local school systems; and
- Assessment data on ability and achievement summarized at the State and local school system levels.

Descriptive information describes characteristics of the phenomena under consideration. It does not establish causal relationships among the variables being considered. Since the general reader is inclined to assume that such relationships exist among variables upon which descriptive information is reported, it is important to point out that such assumptions are not warranted. Judgments regarding the descriptive information provided here should be made with full understanding of the limitations of the information that can be provided at present.

It is also necessary to recognize that education is a shared responsibility. Parents and members of the various communities in the State, including public officials, have an enormous opportunity for influence and impact upon the work of the schools. Social processes, including learning, cannot be conducted by the schools without active support from parents and the community.

In general, State and local educators and their advisors have attempted to determine State and local goals of instruction in some of the basic skill areas. Undoubtedly, refinement and restatement of these goals will be made after experience has been gained in the Accountability Program. Individual schools in each school system are at work on school-level goals and objectives compatible with the State and local school system goals and objectives, and these school-level aims will be available for review in the coming year. The formulation of goals and objectives was one facet of a larger network of shared responsibilities in coordinating the Maryland Accountability Program. The overall structure of this Program is illustrated in Figure 1, which depicts the people and agencies responsible for inputs into the system. (See Chapter 1 for descriptions of the State units involved in development of this Acccountability endeavor).

The relationship between educational goals and objectives established in Maryland and the assessment of current status is, however, by no means ideal. The achievement test results cannot be said to reflect precisely the status of Maryland schools with regard to the agreed-upon goals. The assessment batteries used, the Iowa Tests of Basic Skills (ITBS), address the present goals rather obliquely, at best. (See p. 1-11 for discussion of limitations.) Hopefully, as the Accountability Program continues, resources will

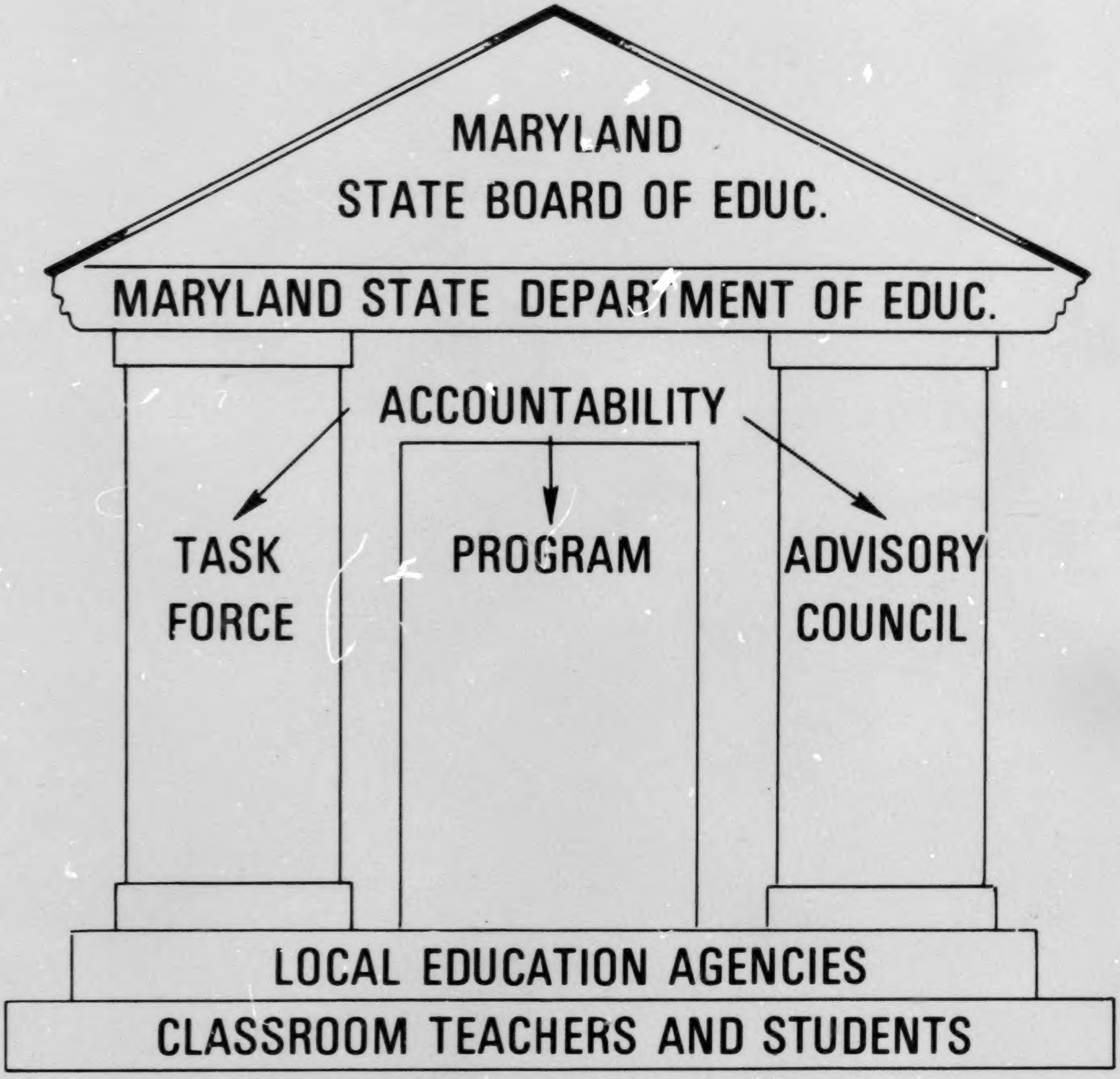
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FIGURE 1. CONTRIBUTORS TO THE MARYLAND ACCOUNTABILITY PROGRAM

be made available to acquire or develop assessment instruments which will directly provide data on the status of Maryland schools in relation to established goals in reading, writing and mathematics.

In the meantime, the ITBS results provide information concerning the performance of Maryland schools in certain areas that ITBS measures. The ITBS questions are based on the subject matter of current (1970) textbooks and courses of study and the judgment of subject matter specialists across the country. Questions are not based on specific textbooks, courses of study, or particular instructional objectives of individual Maryland schools or teachers. The skills and knowledges measured by a nationally standardized test, such as ITBS, generally reflect the skills and knowledges that are involved in the instructional objectives of the average nation-wide grade for which the test was developed.

For purposes of accountability, therefore, the ITBS results provide limited information. The reasons for using these tests are discussed later. Generally, the reasons include:

- Because of the care taken in their development, the tests are highly regarded by test reviewers.
- Most of Maryland's school systems were already using ITBS.
- Public disclosure of such test results, as a step toward program improvement, is a significant element of accountability.

It should be clearly understood by all readers that only a small sample of skills (those covered by ITBS) has been assessed and reported on for the purposes of accountability. State-wide assessment has not been undertaken in various other skill and subject matter areas, such as social studies, science, vocational education, and the arts. Nor has information been collected on student attitudes, interests, and values -- the so-called affective domain of learning objectives. In addition, there is no information available regarding the psychomotor aspects of student learning, (e.g., eye-hand coordination; manual dexterity; and response orientation and integration).

These three domains of learning, which make up the total potential of student growth, are represented pictorially in Figure 2, in which major objectives for each domain are also listed. Figure 3, Achievement Measured in Relation to the Entire Domain of Learning, highlights that limited sector of cognitive skills that has been measured in this first-year accountability effort.

Student achievement is a composite of many developed skills, understandings, and attitudes; and there are, understandably, many factors that influence student cognitive, affective, and psychomotor growth. These factors include school effects, community resources, socioeconomic factors, student motivation, and student ability. This composite of many factors is pictorially represented in Figure 4.

2. What Was Assessed?

The first year's effort in educational accountability measured student achievement in the domain of cognitive development. The instrument used to measure cognitive achivement was the Iowa Tests of Basic Skills, from which results in the major skill areas of Vocabulary, Reading Comprehension,, Language Total (including Spelling, Capitalization, Punctuation, and Language Usage), Mathematics Total (including Mathematical Concepts and Mathematical Problem Solving) were collected. These tests were administered to all pupils (except those in special education classes) in grades 3, 5, 7, and 9 in the Maryland public schools (see Figure 5).

FIGURE 2. **DOMAINS OF LEARNING**

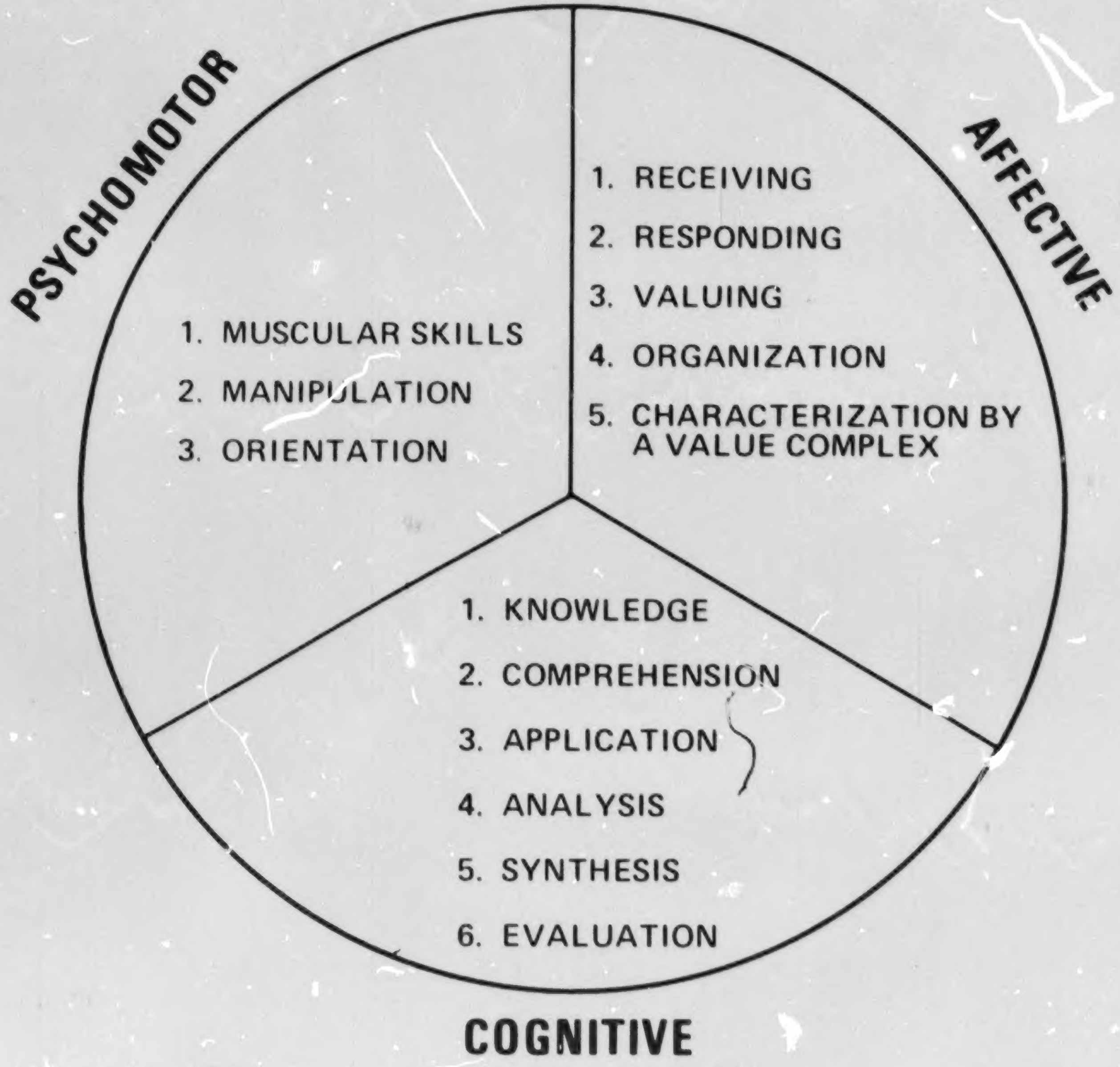
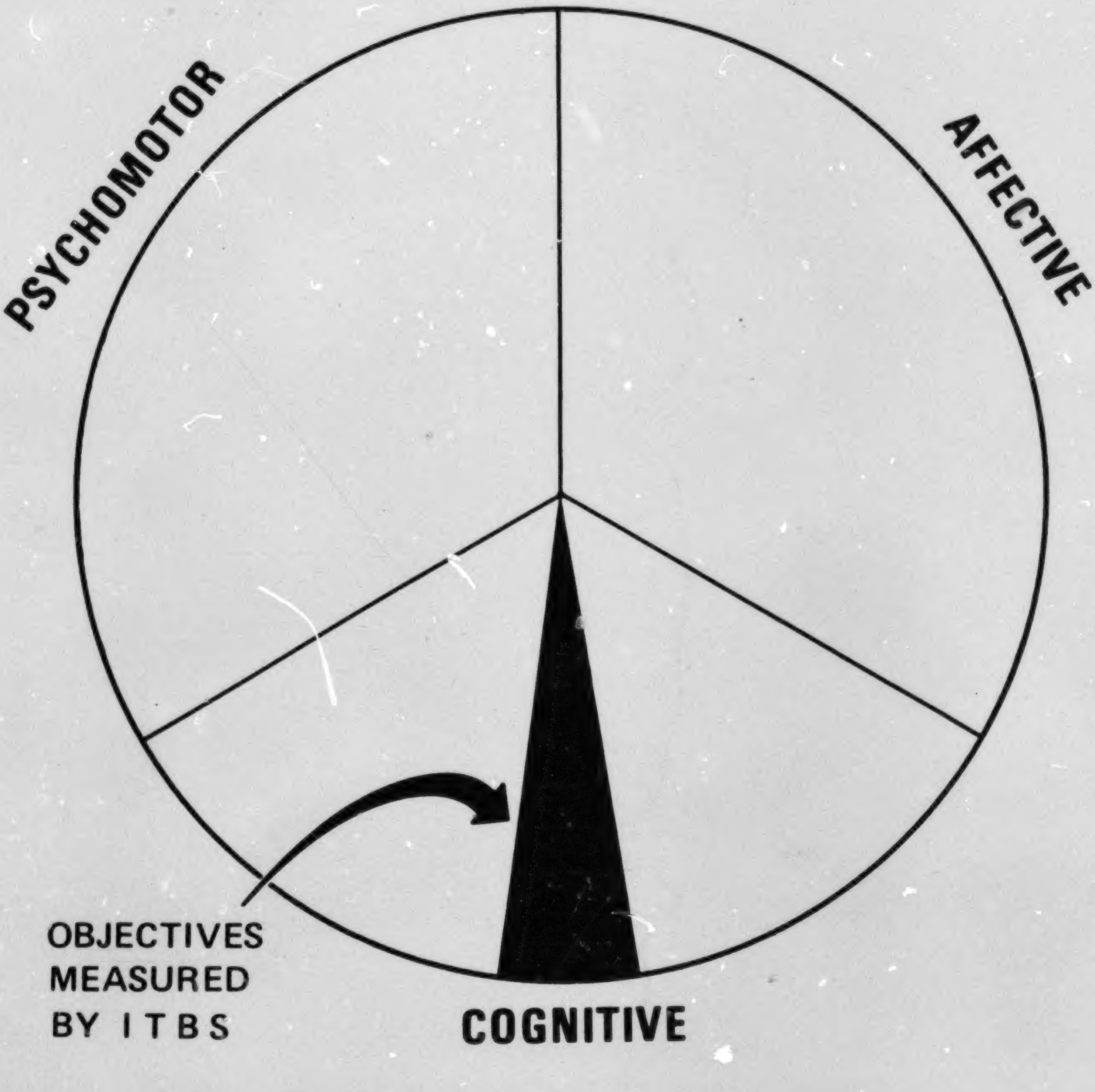

PSYCHOMOTOR
1. MUSCULAR SKILLS
2. MANIPULATION
3. ORIENTATION
AFFECTIVE
1. RECEIVING
2. RESPONDING
3. VALUING
4. ORGANIZATION
5. CHARACTERIZATION BY A VALUE COMPLEX
COGNITIVE
1. KNOWLEDGE
2. COMPREHENSION
3. APPLICATION
4. ANALYSIS
5. SYNTHESIS
6. EVALUATION

FIGURE 3. **ACHIEVEMENT MEASURED IN RELATION TO THE ENTIRE DOMAIN OF LEARNING**


PSYCHOMOTOR
AFFECTIVE
OBJECTIVES MEASURED BY ITBS
COGNITIVE

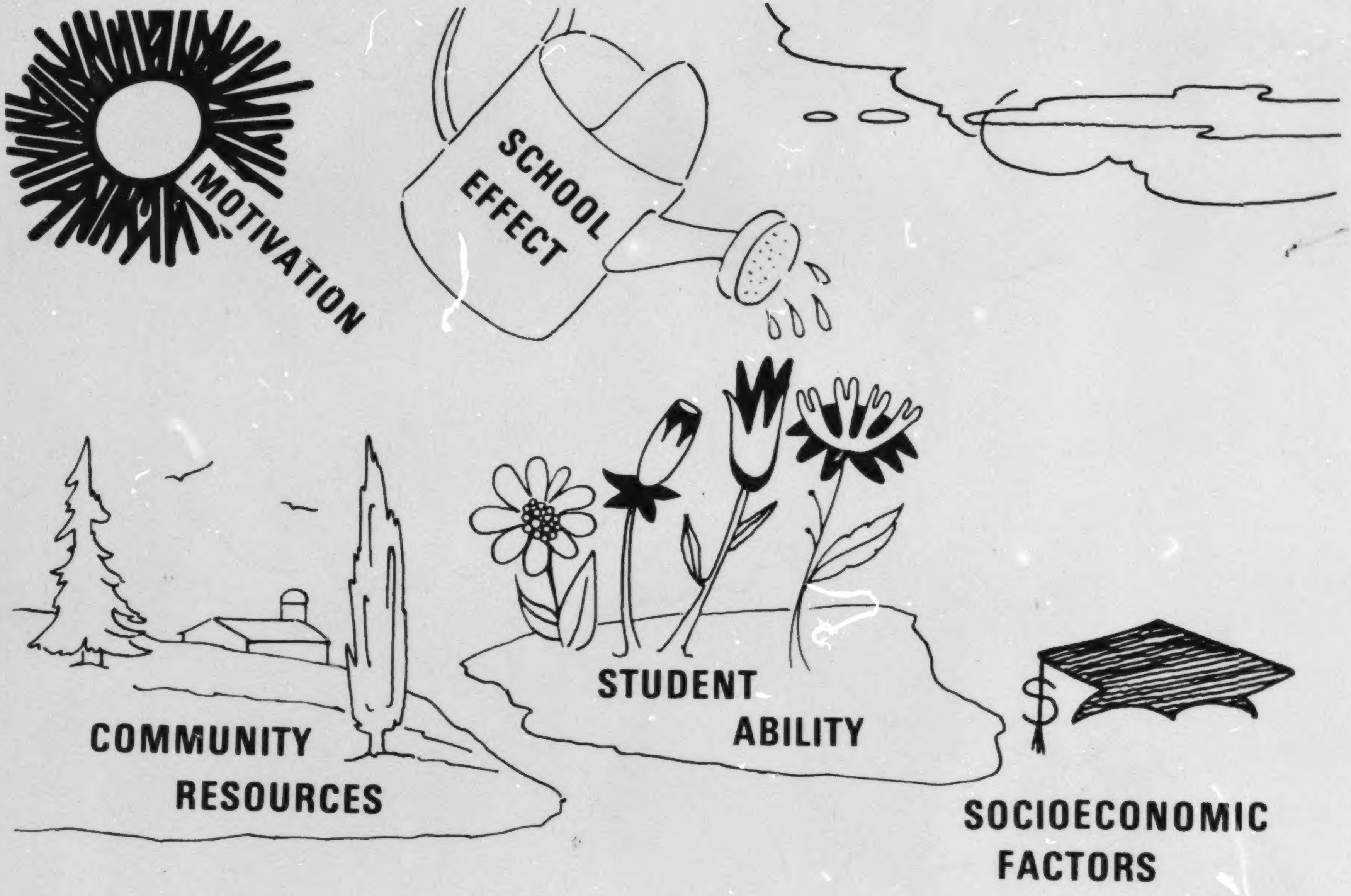
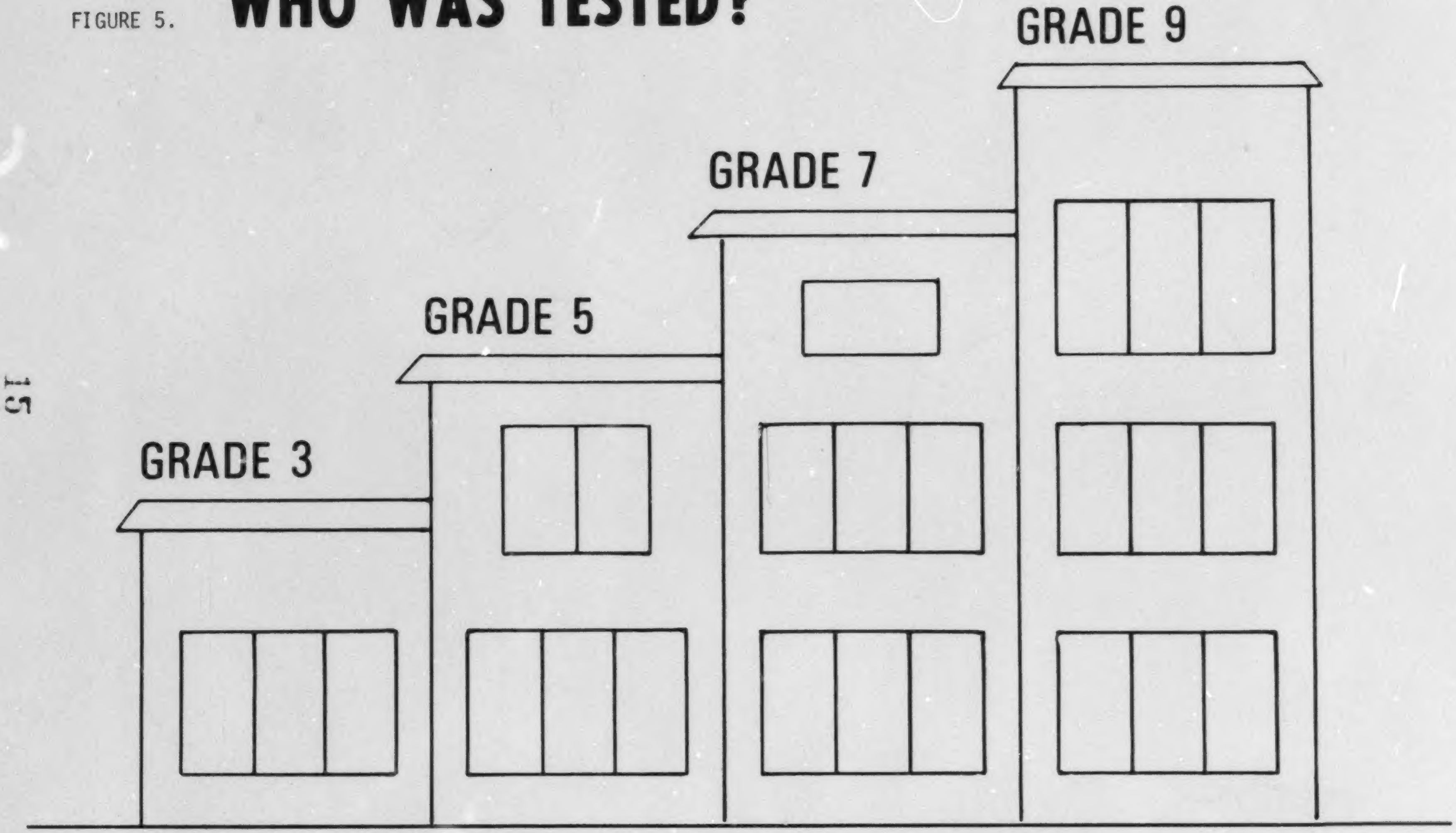

MOTIVATION
SCHOOL EFFECT
STUDENT ABILITY
COMMUNITY RESOURCES
SOCIOECONOMIC FACTORS

FIG. 4. **STUDENT GROWTH DEPENDS ON MANY FACTORS**

FIGURE 5. **WHO WAS TESTED?**


GRADE 3
GRADE 5
GRADE 7
GRADE 9

In order to assess the performance of Maryland students on the ITBS, however, one must take into account how much can be reasonably expected of them -- that is, how well should they perform with regard to their ability and home-community environment. So that these essential considerations could be included, the Maryland Accountability Program administered the Cognitive Abilities Test, Nonverbal Subtest, which measured student ability. Measures of socioeconomic status were also collected (including family income, mother's education, mobility among others), so that "raw" ITBS test scores could be adjusted with regard to these factors of ability and environment.[1] (See Figure 6 for a diagrammatic scheme of all factors measured for this assessment procedure.)

3. What Do the Results of the State-wide Assessment Show?

Maryland's average performance in most of the achievement skill areas was found to be slightly below the national average; however, Maryland's average performance in the ability area showed a progressive increase through the grades (see Chapter 2, State of Maryland, Table 2, pages 2-13 and 2-14).

Based on these findings, no informed decisions can be made by governmental entitites or educational authorities for educational program modification. Additional information must be assembled, analyzed, and interpreted with at least two types of additional information being needed. These are:

- Results from a process evaluation of the operations of educational programs identified as attended by grades scoring extremely high or low. (Operations are characteristic of programs that seem capable of affecting student outcomes. Operations include educational interventions, learning experiences, curricula, teacher style, and instructional techniques.); and

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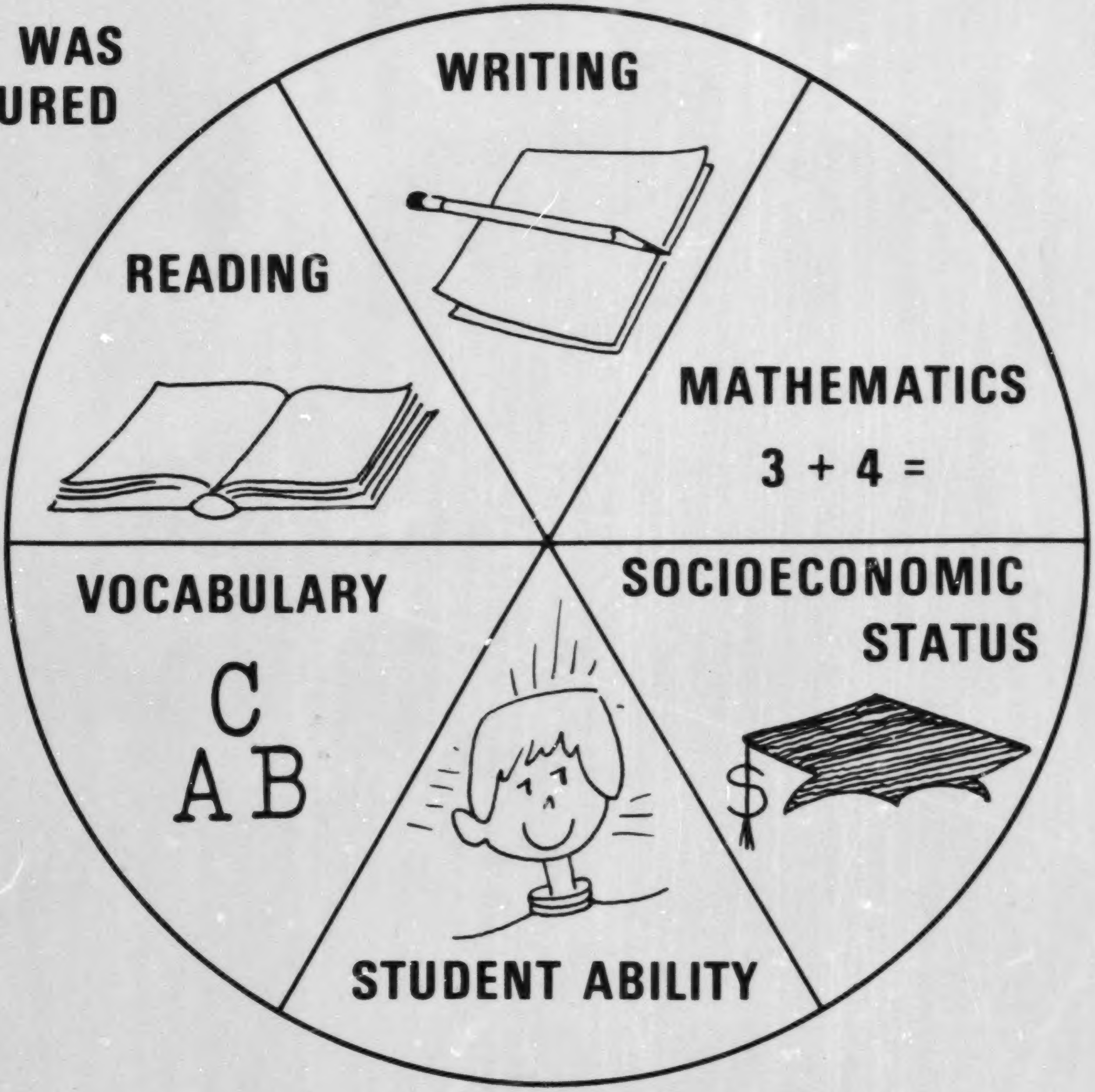
[1] See Maryland Accountability Program Report for these adjustments by individual school.

FIGURE 6.

WHAT WAS MEASURED


WRITING
READING
MATHEMATICS
3 + 4 =
VOCABULARY
C
AB
SOCIOECONOMIC STATUS
$
STUDENT ABILITY

- Results from tests designed expressly to assess the attainment of additional instructional objectives in Maryland schools.

Hopefully, as adequate resources are made available, such information will become increasingly available for use by decision-makers at all levels.

At present, one can only speculate as to the reasons for the standing of Maryland schools among the schools of the national norming sample and among themselves. It is felt that only through detailed study of individual schools and their programs and through expanded approaches to assessment can a better understanding of the quality of the work of Maryland schools be reached.

In view of this, it is proposed that public education take a more penetrating look at its goals, programs, educational outcomes, and evaluation procedures. It is also proposed that long-range decisions related to program modification and resource allocation await information that will make them "informed" rather than "intuitive" ones.

In the appendices that follow the Summary, information which sheds a positive light on certain student outcomes as related to their public school experiences is provided. Large percentages of students in Grades 6, 10, and 12 knew the correct answers to questions on the Maryland Basic Skills Reading Mastery Test. (See Appendix B for more information.) In addition, during 1972-1973 and 1973-1974, selected college-bound high school seniors in Maryland were compared and found to vary favorably with a national sample of seniors in the Admission Testing Program. The mean scores of Maryland students were considerably higher than the national sample on all tests. (See Appendix B, page B-16, for details.) Finally, Appendix B provides information from the Maryland High

School Graduate Follow-up Study, 1973, indicating that a majority of responding students assessed their preparation in certain school "courses" as either satisfactory or excellent.

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CHAPTER 1 EDUCATIONAL ACCOUNTABILITY

1.1 Introduction to the Maryland Accountability Program School Year 1973-1974

The purposes of this Chapter are to describe the background and rationale for the Maryland Accountability Program and to orient the readers of this Summary to the primary goals that accountability in Maryland is designed to achieve. The relation of this document to the State's overall responsibility for educational accountability should be clear to the interested citizen and educator after reading this Chapter.

The detailed Maryland Accountability Program Report was developed as the main instrument for disclosure of information regarding the relation of goals and progress to goals in public education, as required by the Maryland Educational Accountability Act, to the Governor, the General Assembly, and the public. This Summary presents a concise statement of the highlights of the larger Report.

Chapter 1 explains the concept of educational accountability. The information in this Chapter is divided into the following sections: (1) the definition of accountability; (2) the Maryland Educational Accountability Act; (3) the role of the State Board of Education; (4) the activities of the State Advisory Council on Accountability; (5) the accountability assessment instruments; (6) the State plan for educational accountability; (7) Maryland's future in accountability; and (8) Accountability Assessment results and decision-making.

1.2 The Definition of Accountability

Simply stated, educational accountability is an attempt to disclose and explain the results achieved by public school programs. Its purposes are to promote an understanding of the relationships among the quality of education, characteristics of educational programs, processes of education, and needed and available human and material resources, and, on the basis of that understanding, to make educational improvements.

More specifically, Maryland's accountability program can be said to have six basic characteristics. First is its positive emphasis. Accountability should help identify exemplary programs, determining which are more effective than others. Recognition and dissemination of the more successful programs is to be emphasized, and formal plans must be written for the thorough study of exemplary program characteristics, which may be emulated where needed.

Second, accountability includes goal-setting, testing, and reporting. The setting of educational goals and objectives is an important element of any accountability program. It is important to note that assessment results should be interpreted ultimately more in terms of local objectives than in terms of national or State norms.

Gradual and deliberate movement into an accountability system is the third characteristic of the Maryland program. Rather than attempting to develop a complete and exemplary program quickly, Maryland's goal is to progress carefully from the basic elements to a complete program.

The fourth characteristic of the program is of special interest to teachers. Accountability is program-oriented and not directed toward teacher evaluation. There is, in fact, a legal precedent for the invalidity of evaluating teachers on the basis of student achievement scores. It has long been recognized that many other variables (i.e., student, family and community characteristics) are also powerfully involved.

The next characteristic of Maryland's Accountability Program is the demand for an accounting by all personnel, not just by teachers. Teachers can be most effective when supplied with adequate and appropriate resources, pleasant and suitable working conditions, and effective and supportive school administrators. Accountability for providing teachers with these resources, conditions, and support falls upon personnel at all levels outside the classroom.

Sixth, accountability should be concerned with progress in the areas of attitudes, interests, and self-concepts, as well as understandings, knowledge, skills, and abilities. Development of self-esteem, concern for others, and other personally and socially positive attitudes are, as much as cognitive training, important goals in the eyes of the general public. Although it is, at present, difficult to assess attitudes, workable methods of observation and measurement will eventually be formulated and generally available; and the Maryland Accountability Program must be prepared to expand into this area.

1.3 The Maryland Educational Accountability Act

At this writing, approximately thirty states have enacted accountability legislation. Most of the remaining states have drafted plans for accountability legislation or have initiated procedures, at the state level, that will preclude the need for legislative mandates.

During the 1972 session of the Maryland General Assembly, Article 77, Section 28A, the Annotated Code of Maryland and 1973 Cumulative Supplement was passed. The law has come to be commonly called "The Maryland Educational Accountability Act."

The overall purpose of the Act is, of course, to provide for the establishment of a program of State-wide educational accountability. This program should assure that educational programs lead to the attainment of established educational objectives, provide information for an analysis of the differential effectiveness of instructional programs, and provide information for accurate analysis of costs of instructional programs.

The Maryland Educational Accountability Act imposes several requirements for State-wide accountability, including the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels--State, school system, and individual school. The goals and objectives at the school system level need to be in conformity with those established at the State level, and those established by individual schools need to be in keeping with those of the local system and of the State.

Also required by the Act are a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives is likewise a stipulation of the Act.

The Maryland Educational Accountability Act also requires that, commencing in January 1975, a yearly report must be submitted by the State Superintendent of Schools to the Governor and to the General Assembly. This report must include, but is not necessarily limited to, the progress made by the Maryland State Department of Education, by the local school systems, and by each individual school toward the achievement of their respective goals and objectives. The report should also include recommendations for legislation deemed necessary for improving quality of education in Maryland.

1.4 The Role of the State Board of Education

For the Program's first year, the Maryland State Department of Education determined that accountability endeavors should concentrate on the basic learning skills of reading, writing, and mathematics, in each of which desired educational goals were formulated. Further, it was resolved that student achievement relative to these goals should be measured by also taking into account other significant variables of student ability and socioeconomic status.

To meet these intentions, a network of cooperation was established among the State Board of Education, a State Advisory Committee, the State Superintendent of Schools, the Maryland State Department of Education, and Local [School System] Coordinators.

1.5 The Activities of the State Advisory Council on Accountability

In June of 1973, the State Advisory Council recommended to the State Board of Education certain State-wide instructional goals. Also included in its statement to the Board were the recommendations that the accountability program move toward a locally based assessment procedure that focuses on the degree to which a school is successful in meeting its own goals; that a State-wide testing and reporting program be developed by the Maryland State Department of Education (MSDE) to measure the attainment of State-wide goals; and that the Iowa Tests of Basic Skills be used as a part of the initial State-wide testing program.

1.6 Accountability Assessment Instruments

The Local Coordinators, the Advisory Committee, and the State Board of Education agreed that all systems would administer the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition and the Cognitive Abilities Test (CAT), Form 1, 1971 edition, two tests developed and published by the same company and normed on the same population. Only seven Maryland school systems were not using some edition of the ITBS at the time the tests were selected.

As a result of a thorough review, statistical information that was collected and analyzed for this Program consists primarily of norm-referenced test results in the basic skill areas. Since this assessment technique is currently being used by all of Maryland's local school systems, it was deemed logical that the information obtained from this type of assessment approach be analyzed and disclosed to the public as a beginning step in the Accountability Program.

1.7 The State Plan for Implementation of Accountability

The plan for implementing the State's accountability program included a schedule of deadlines for completing the several phases of establishing goals and objectives. The implementation plan also required the establishment of a comprehensive and uniform State-wide testing program, and the establishment of procedures for collecting data on student, home, community, and school characteristics. The implementation plan also required the establishment of procedures by which school systems would report test results and other information to the Maryland State Department of Education.

The State plan specified that the ITBS and CAT would be given, starting in the Spring of 1974, to all pupils (excluding certain categories of handicapped students) in grades 3, 5, 7, and 9, with students in ungraded classes being tested on a level commensurate with their years in school, excluding kindergarten, or on the basis of their birth dates. School systems were given the option to sample grades for testing (Frederick County elected to sample). Conditions under which tests are given must be uniform if the results are to be valid and reliable, and test results must be reported systematically and consistently. Explicit descriptions of responsibilities at the various levels were developed to address these requirements.

A major assumption underlying Maryland's accountability legislation is that the analysis and interpretation of pertinent test data and other information lead to beneficial changes and modifications in instructional programs. However, it is not sufficient simply to assume that the school's instructional programs become more effective and efficient because the State has an assessment program. In keeping with the Maryland Educational Accountability Act, evaluation programs must be developed and installed to determine the effect that modifications of the instructional programs have upon goal attainment. The MSDE is encouraged by the Act to assist local school systems and schools in this evaluation task by sponsoring pilot evaluation projects in selected school systems.

Adequate evaluation of instructional programs requires the use of more than norm-referenced tests. Criterion-referenced tests in reading, writing, and mathematics must be developed or adapted for use in Maryland's public schools, and the State's accountability program must be extended to other subject matter areas and to domains other than the cognitive one. A need to develop effective procedures for establishing the cost of various instructional programs was also identified and efforts are underway to develop cost analysis information for the 1974-1975 accountability report.

1.8 Maryland's Future in Accountability

It is appropriate to ask, at this writing: What is required for the future program of accountability in the State? What needs to be achieved beyond this first accountability report to the Governor, the General Assembly, and the public?

Accountability can be said to exist when the following conditions have been met: (1) the State goals of education reflect the educational needs and interests of the population; (2) current student status, recent progress, and needed improvement in each goal area are matters of public record and specific objectives for improving the current status have been adopted; (3) programs to achieve specific objectives have been implemented; and, finally, (4) the cost of programs, i.e., the cost of achieving goals and objectives, is a matter of public record.

Implicit in the concept of accountability is the need for disclosure of all available information about the educational enterprise, communicated clearly, in a way in which the general public can develop informed opinions about the public schools and recommendations for legislation for the improvement of the quality of education in Maryland. It is in the spirit of disclosure that this summary is offered.

1.9 Accountability Assessment Results and Decision Making

1.9.1. Models of Accountability

The ideas of accountability and assessment in education are best understood in the context of models used in evaluation of educational programs. Educational programs may be considered at the State level, the school system level, and at the individual school level and are discussed in the sense of any ongoing educational activity designed to produce specified changes in the behavior of the individuals who are exposed to it.

Ideally, an evaluative study involves the collection and analysis of information regarding inputs, outputs, and operations of educational programs, which are the three conceptually distinct components of any educational program. "Inputs" signify the talents, skills, aspirations, and other potentials for growth and learning that the student brings with him into the educational program, along with the characteristics of the family and culture in which he lives.

"Outputs" refer to the student's achievements, knowledge, skills, aptitude for future learning, values, personality, interpersonal relations, and other behaviors that are likely to be influenced by the educational program.

"Operations" refer to those characteristics of the educational program that are capable of affecting the relevant student outputs, including environmental experiences, educational interventions, learning experiences, learning strategies, curricula, teacher style, and instructional techniques. Educational operations comprise the entire array of environmental variables that characterize a particular educational program--the means to the achievement of the previously established programmatic goals.

1.9.2 Maryland's Approach

The first year's approach involves, essentially, the measurement of inputs and outputs on a State, school system and school-by-school basis. This procedure means that only descriptive information is provided, and that research information is not available to decision-makers. Accordingly, great care must be exercised in not making unwarranted assumptions about causal relationships between program operations and outputs.

The reader may well ask, if this is the case and decision-makers are not being provided with the information needed, why provide inadequate information? The reasons are:

A. It is important to report what is known about student achievement, however limited that knowledge is, because disclosure of such information is desired by the public and by public officials. In the first year of accountability, base line assessment data are all that can be expected.

B. The approach in Maryland has been cooperative, democratic, and evolutionary, taking a considerable period of time.

C. Resources have not been made available at the State level to permit more rapid or comprehensive movement.

D. Aside from the evaluative aspect, the information collected has important uses in that it becomes possible to determine from output information if desired changes have taken place in students.

1.9.3 Limitations of ITBS in Assessing Attainment of Maryland Educational Goals[1]

The reasons for selecting ITBS for the assessment instruments for the Maryland Accountability Program have been discussed elsewhere in the Summary. In the interest of clarity, and in fairness to State and local subject matter specialists serving on or advisory to State goal committees in reading, writing, and mathematics and others, some limitations of the ITBS in addressing these goals should be stated (see the Report for a fuller statement of limitations).

READING

The State Goals in Reading are:

I. Utilize a variety of reading materials
II. Use a word recognition system
III. Comprehend various reading materials
IV. Meet the reading demands for functioning in society
V. Select reading as a personal activity

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[1] State goals appear in Chapter 2.

In general, ITBS does not measure State Goal I. For measuring the achievement of this goal, local informal techniques would have to be developed into a valid and reliable instrument for State-wide use. State Goal III is measured by ITBS only insofar as literal comprehension is concerned. No known single published test measures the entire process of comprehension. State Goal V is not measured by ITBS, but this goal may be measured in subsequent years as the Maryland Basic Skills Reading Mastery Test is refined and installed as a regular part of the Accountability Program, and as other instruments are identified and agreed upon.

WRITING

The State Goals in Writing are:

I. Use the writing process to communicate personal feelings and ideas, observing accepted conventions of writing

II. Use the writing process to respond to the demands and obligations of society, observing accepted conventions of society

III. Value writing for personal and social reasons

At best, only a portion of each of the Maryland writing goals is measured by ITBS, according to the Maryland Writing Goals Committee. ITBS, the Committee contends, does not measure the process of writing; it is simply a proofreading device for measuring some of the mechanics of writing, and not the assessment of a finished product. In addition, the specialists note, ITBS does not test a student's own performance.

MATHEMATICS

The State Goals in Mathematics are:

I. Recall and/or recognize mathematical definitions, facts, and symbols

II. Perform mathematical manipulations

III. Understand mathematical concepts and processes

IV. Solve specific mathematical problems

V. Use mathematical reasoning and processes to meet personal and societal needs

VI. Appreciate and use mathematics

The State Mathematics Goals Committee reports concerns about the degree to which ITBS addresses the State mathematics goals as follows:

1. All test items require the student to be able to read.
2. Almost no items measure objectives in a single goal area; therefore, results from the test may be of little or no value in determining areas of weakness.
3. The test questions measure only objectives which would be compatible with two of the six State goals.

From the comments reviewed above, it should be apparent that developmental activities must be launched to produce assessment data for subsequent accountability reports which will much more precisely provide information on the attainment of Maryland Educational Goals in reading, writing, and mathematics.

Keeping in mind the discussions about the nature of the present evaluation model being used for the Accountability Program, the nature of descriptive information provided by test results, and the adequacy of ITBS as a measuring device for goal attainment, the assessment information at all levels of education will hopefully be viewed in the appropriate light.

The information provided in this Summary can lead to two types of decisions only and not to sweeping decisions about dramatic program modification and resource allocation. The non-intuitive types of decisions which may be made by teachers, principals, local superintendents, and State education officials and which are warranted by the assessment information for 1973-1974 follow:

- To undertake the detailed examination of educational programs in school systems and individual schools where average achievement scores are markedly above or below the national norm or were markedly high or low when compared with the performances of other Maryland schools serving students with similar characteristics of ability and/or socioeconomic status.
- To provide for the preliminary review of program operations for high-/and low-scoring schools to suggest possible activities that can be carried out in strengthening appropriate basic skill areas.

CHAPTER 2 ACCOUNTABILITY INFORMATION--STATE LEVEL

2.1 Statement of State Goals

For many years previous to the accountability movement, the goals of education were implied but seldom specified. Obviously, mastery of the basic skills for literacy has always been a goal, but many other areas of concern to citizens and educators have not consistently had goals clearly identified. The Maryland Educational Accountability Act calls for goals and objectives to be specified on the State, the local school system, and the individual school levels. Before measurable objectives can be written, the more general goals of education must be determined.

The State Plan for Educational Accountability adopted by the State Board of Education called for the recommendation, by June 1973, of State goals in education, to be formulated by the State Advisory Committee on Accountability. Previously, a State-wide needs assessment study had been conducted to determine what general goals the public at large had for public education in Maryland. In addition, the State Advisory Committee worked intensively with three goals committees. These goals committees in reading, writing, and mathematics were composed of curriculum specialists in the three basic skills. Together they drafted, redrafted, and finally agreed upon the following State-wide Goals in Reading, Writing, and Mathematics, which were recommended to and approved by the State Board of Education.

2.1.1 State-wide Goals in Reading, Writing, and Mathematics (Approved 6/20/73)

Students in the public school systems of Maryland, upon completion of programs in reading, writing and mathematics established by the local school, should achieve at least a minimum level of skills and should be able to use these skills in everyday life.

2.1.2 Goals in Reading

Each Maryland student who has achieved the objectives for reading established by the local school should:

1. UTILIZE A VARIETY OF READING MATERIALS

In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and non-print (e.g., films, records, transparencies, maps, globes, charts).

2. USE A WORD RECOGNITION SYSTEM

The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

This goal prepares the student to survive in society by helping him to cope with everyday reading experiences (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes minimum performance level for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he can and does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the State.

2.1.3 Goals in Writing

Each Maryland student who has achieved the objectives for writing established by the local school should:

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING

The essential feature of this goal is free expression. The student has something personal he wants to express for his own use or to communicate to others. Accepted conventions of writing include items like spelling, grammar, usage, and sentence structure, which are generally accepted as correct by society.

2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY

In this goal, the student responds because he has been asked to write or because he finds himself in a situation that requires him to write. This would include social correspondence, business transactions, and scholastic writing. Organization, development, and form of writing would be important as well as the mechanics of writing.

3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

This goal focuses upon attitudes about writing and upon typical writing behavior. The student recognizes the value of writing in his own daily life and for society in general, is willing to write in response to impulse or requirement, and gets satisfaction from writing something well.

2.1.4 Goals in Mathematics

Each Maryland student who has achieved the objectives for Mathematics established by the local school should:

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS

These are the simplest of mathematical tasks but are an essential aspect of achievement. The level of difficulty in this category will depend more on exposure to the material and on memory than on developed skill.

2. PERFORM MATHEMATICAL MANIPULATIONS

The tasks in this category require the individual to carry out single operations and procedures (or sequences of these) that have been previously learned and are specifically requested. Such tasks will require developed skill but will not require any decision as to which process or sequence of processes is needed (e.g., algorithm). It is in this category that all straightforward compuation is included from simple addition to operations with complex numbers; it also includes solution of equations, evaluation of functions, etc. In any case the tasks the individual is required to perform involve only the rote application of learned techniques.

3. UNDERSTAND MATEHMATICAL CONCEPTS AND PROCESSES

In this category the individual will perform tasks which include the following possible kinds of translations within a mathematical context:

- Verbal to mathematical (e.g., words to symbols)
- Mathematical to verbal (e.g., symbols to words)
- Mathematical to mathematical (e.g., translating from one kind of representation to another like an equation to graph of the equation)
- Mathematical to physical (e.g., use of charts to explain fractions)
- Physical to mathematical (e.g., developing formulas for physical)
- Verbal to verbal (e.g., explanation).

4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS

This category requires the individual to demonstrate the ability to select knowledge, skills, information, and techniques needed to solve a particular problem and to apply such background in actually solving the problem.

Included will be tasks ranging from routine to unfamiliar, from specific to abstract, and from those whose solutions are straightforward to those which require ingenuity and insight.

Included will be much of the consumer mathematics used by the majority of adults. Also included will be the ability to follow a proof, find a flaw in a proof, construct a deductive proof (as in a geometry problem).

The common characteristic of tasks in this category will be that they require the individual to analyze a problem and determine a sequence of steps which will lead to a clearly specified outcome (whether the outcome is finding the cost of a purchase or proving a theorem).

5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS

This category is a combination of those mathematical abilities which are open-ended and which require the use of mathematical techniques and patterns of thought in an independent and constructive way.

Tasks in this category require the ability to transfer and utilize knowledge in new situations, to recognize patterns, to draw conclusions from given data, to plan for the future on the basis of present information, and to use mathematical reasoning to make optimum decisions.

Tasks in this category also include the ability to recognize the existence of a problem, to state it formally, to formulate hypotheses, and to ascertain if the problem has a unique solution. Making judgments about the sufficiency of conditions and the determination of the minimum conditions necessary for proof, the disproof of the hypotheses by counterexample, and proof by induction all come under this heading.

6. APPRECIATE AND USE MATHEMATICS

A. RECOGNIZE THE IMPORTANCE AND RELEVANCE OF MATHEMATICS TO THE INDIVIDUAL AND TO SOCIETY.

This goal does not necessarily involve enjoyment of mathematics or participation in the development of ideas, but rather it focuses on the acceptance of mathematics as being worthwhile -- i.e., the individual recognizes that mathematics is necessary whether or not he uses it or enjoys studying it. For example, the individual should recognize the contribution that mathematics has made to the progress of civilization, expecially in the sciences. There should also be appreciation of the elegance, economy, and techniques of mathematics.

B. ENJOY MATHEMATICS

Emphasis should be placed on the enjoyment involved in acquiring a knowledge of mathematics and in the satisfaction gained from using it rather than on the amount that is learned. Similarly, it is hoped that the individual would not dislike or fear mathematics.

C. USE THE CONTENT AND TECHNIQUES OF MATHEMATICS

When the mathematics is relevant and appropriate, individuals should use what they have learned.

D. PARTICIPATE IN THE LEARNING OF MATHEMATICS BEYOND THAT WHICH IS MERELY REQUIRED AND ACTIVELY SEEK TO FURTHER PERSONAL DEVELOPMENT IN THE AREA OF MATHEMATICS

The goal relates to the individual's development of a curiosity about mathematics as well as a readiness to engage in activities in this area (i.e., independent of school and/or job assignments). In contrast to the objectives in other categories, independent action rather than reaction is stressed. This goal emphasizes that the individual should actively seek participation and further development of his skills in mathematics. This is opposed to merely passing judgment or using the principles learned when this was required.

2.2 Accountability Data, State-Level

2.2.1 Introduction

On the following pages will be found data relative to the results of the assessment component of the Maryland Educational Accountability Program. These data provide base line information useful for comparison with reports in subsequent years. They are presented to show certain current levels of (1) selected community characteristics; (2) selected school characteristics; and (3) selected areas of pupil ability and academic achievement.

Additional State-level information related to the effectiveness of Maryland public schools is provided in Appendix B, Complementary State-Level Data. This Appendix furnishes illustrative information from:

- The Maryland Basic Skills Reading Mastery Test
- The College Entrance Examination Board (CEEB) Admission Testing Program, in which many Maryland college-bound students participated
- The Maryland High School Graduate Follow-Up Study, 1973, for students who had been graduated in the Spring 1973.

2.2.2 Definitions of Terms, Descriptions of Table Formats Data Sources

The assessment procedures and descriptions of table formats are presented in Appendix A, Assessment Procedures Used in the Accountability Program, which can be consulted as the need arises. This Appendix, written so that the interested citizen can use it, provides:

- Disscussion of the instruments used in the assessment component
- Definition of terms presented in the various tables
- Descriptions of the various table formats
- The sources of data presented in the tables.

2.2.3 Order of Tables

In presenting State-level (as well as local school system-level) accountability data, it is heuristic to describe first the

Community and Public School Resources Profile, which provides information on basic background factors intimately related to student performance on ability and achievement tests. Placed first, on the left-hand page, this Profile can be used by the reader as a reference source of essential background information, when examining the succeeding tables on the nonverbal ability and academic achievement test results of this assessment component.

State-level accountability assessment data, thus, are presented in the following tables:

Table 1.	Community and Public School Resources Profile
Table 2.	Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Average Grade Equivalence), by Skill Areas.

STATE-LEVEL ASSESSMENT DATA

GARRETT
ALLEGANY
WASHINGTON
CARROLL
BALTIMORE
CECIL
HARFORD
FREDERICK
BALTIMORE CITY
KENT
HOWARD
ANNE ARUNDEL
QUEEN ANNES
MONTGOMERY
CAROLINE
PRINCE GEORGES
TALBOT
CALVERT
CHARLES
DORCHESTER
ST. MARYS
WICOMICO
SOMERSET
WORCESTER

STATE OF MARYLAND

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
3,922,391	$11,063	20.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
911,097	$11,164	$19,079	9.7	20.1

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
24.5	19.6	92.3

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$996.11	$742.29	74.7	$26.91

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.7	$10.27	1.0

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

STATE OF MARYLAND

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	69033	93.56	889	99.6	16.94	3.52	1.20
	5	72335	94.25	866	100.8	16.66	5.25	1.63
	7	75648	88.16	232	101.1	16.95	6.91	1.99
	9	71293	86.34	224	102.2	16.97	8.60	2.12
(2) READING COMPRE-HENSION	3	69033	93.72	889	99.6	16.94	3.57	1.29
	5	72335	94.28	866	100.8	16.66	5.31	1.55
	7	75648	88.23	232	101.1	16.95	6.93	1.84
	9	71293	86.96	224	102.2	16.97	8.42	2.06
(3) SPELLING	3	69033	93.59	889	99.6	16.94	4.06	1.42
	5	72335	94.34	866	100.8	16.66	5.56	1.79
	7	75648	88.15	232	101.1	16.95	7.06	2.17
	9	71293	86.11	224	102.2	16.97	8.56	2.32
(4) CAPITAL-IZATION	3	69033	93.60	889	99.6	16.94	3.90	1.35
	5	72335	94.35	866	100.8	16.66	5.51	1.70
	.7	75648	88.07	232	101.1	16.95	7.09	2.10
	9	71293	86.01	224	102.2	16.97	8.62	2.33
(5) PUNCTUATION	3	69033	93.53	889	99.6	16.94	3.97	1.44
	5	72335	94.32	866	100.8	16.66	5.48	1.67
	7	75648	87.99	232	101.1	16.95	6.92	2.08
	9	71293	85.92	224	102.2	16.97	8.40	2.30

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

STATE OF MARYLAND

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	69033	93.59	889	99.6	16.94	3.73	1.40
	5	72335	94.33	866	100.8	16.66	5.39	1.75
	7	75648	88.03	232	101.1	16.95	7.05	2.09
	9	71293	86.04	224	102.2	16.97	8.39	2.33
(7) LANGUAGE TOTAL	3	69033	93.12	889	99.6	16.94	3.93	1.23
	5	72335	94.08	866	100.8	16.66	5.50	1.53
	7	75648	87.09	232	101.1	16.95	7.05	1.86
	9	71293	84.45	224	102.2	16.97	8.52	2.05
(8) MATHEMATICAL CONCEPTS	3	69033	93.65	889	99.6	16.94	3.62	1.05
	5	72335	94.41	866	100.8	16.66	5.62	1.51
	7	75648	88.00	232	101.1	16.95	7.32	1.80
	9	71293	96.47	224	102.2	16.97	8.86	1.99
(9) MATHEMATICAL PROBLEMS	3	69033	93.58	889	99.6	16.94	3.57	1.11
	5	72335	94.40	866	100.8	16.66	5.40	1.38
	7	75648	87.89	232	101.1	16.95	7.09	1.75
	9	71293	86.24	224	102.2	16.97	8.53	1.97
(10) MATHEMATICAL TOTAL	3	69033	93.48	889	99.6	16.94	3.61	1.02
	5	72335	94.34	866	100.8	16.66	5.53	1.36
	7	75648	87.44	232	101.1	16.95	7.23	1.68
	9	71293	85.75	224	102.2	16.97	8.72	1.88

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CHAPTER 3. ACCOUNTABILITY INFORMATION--LOCAL SCHOOL SYSTEMS

3. Introduction

3.1.1 Chapter Outline

Presented in this Chapter are data related to education accountability on the local school system level. These data represent ITBS and CAT test scores for grades 3,5,7, and 9 (excluding special education schools) in each local system. For ungraded schools, results were grouped and reported by nominal grade level, depending upon pupil's birthdates or years of previous schooling.

Chapter 3 is organized so that accountability information is presented school system-by-school system:

a. On the preface page, the school system is located on a map of Maryland and the Board of Education and Superintendent of Schools are listed.

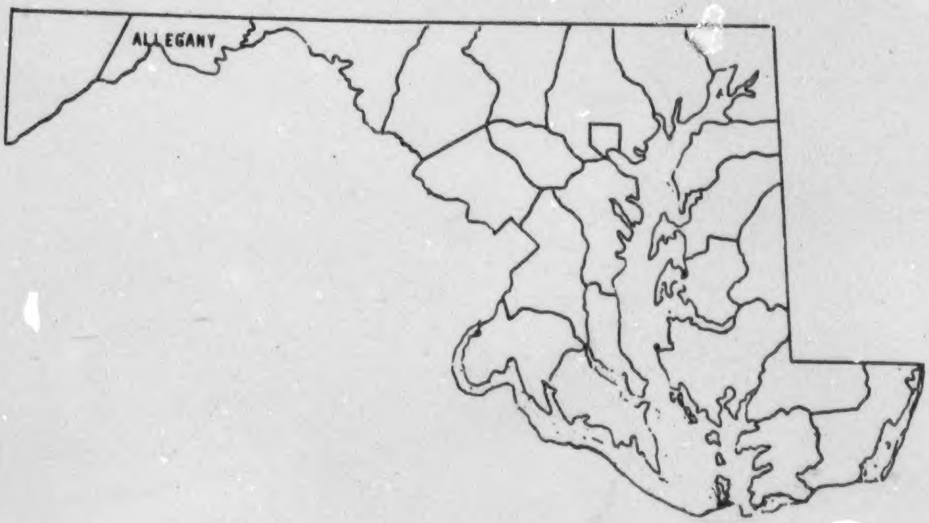
b. Then, assessment data are shown in

Table 1. Community and Public School Resources Profile.

Table 2. Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Average Grade Equivalence), by Skill Areas.

SCHOOL SYSTEM ASSESSMENT DATA

ALLEGANY COUNTY



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Dr. R. Neil Williams
Philip B. Wendt

Wayne W. Hill, *Superintendent of Schools*

ALLEGANY COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
84,044	$8,036	32.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.6	11.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973;

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
16,988	$10,590	$15,514	11.9	21.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
34.1	20.2	95.6

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$890.61	$638.94	71.9	$14.52

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.6	$5.07	0.6

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ALLEGANY COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1214	99.34	27	102.2	14.91	3.84	1.13
	5	1296	100.00	27	105.5	15.27	5.59	1.58
	7	1366	95.53	8	105.4	15.00	7.74	1.89
	9	1404	93.52	8	107.1	15.51	9.30	2.11
(2) READING COMPREHENSION	3	1214	99.34	27	102.2	14.91	3.97	1.23
	5	1296	100.00	27	105.5	15.27	5.57	1.48
	7	1366	95.53	8	105.4	15.00	7.14	1.59
	9	1404	93.52	8	107.1	15.51	8.71	1.87
(3) SPELLING	3	1214	99.34	27	102.2	14.91	4.47	1.29
	5	1296	100.00	27	105.5	15.27	5.85	1.72
	7	1366	95.53	8	105.4	15.00	7.42	2.10
	9	1404	93.52	8	107.1	15.51	8.77	2.29
(4) CAPITALIZATION	3	1214	99.34	27	102.2	14.91	4.60	1.29
	5	1296	100.00	27	105.5	15.27	6.17	1.68
	7	1366	95.53	8	105.4	15.00	7.92	2.17
	9	1404	93.52	8	107.1	15.51	9.49	2.28
(5) PUNCTUATION	3	1214	99.34	27	102.2	14.91	4.71	1.46
	5	1296	100.00	27	105.5	15.27	5.89	1.68
	7	1366	95.53	8	105.4	15.00	7.51	2.14
	9	1404	93.52	8	107.1	15.51	8.98	2.24

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1214	99.34	27	102.2	14.91	4.05	1.35
	5	1296	100.00	27	105.5	15.27	5.41	1.76
	7	1366	95.53	8	105.4	15.00	7.07	2.07
	9	1404	93.52	8	107.1	15.51	8.55	2.32
(7) LANGUAGE TOTAL	3	1214	99.34	27	102.2	14.91	4.46	1.19
	5	1296	100.00	27	105.5	15.27	5.83	1.53
	7	1366	95.53	8	105.4	15.00	7.48	1.90
	9	1404	93.52	8	107.1	15.51	8.95	2.05
(8) MATHEMATICAL CONCEPTS	3	1214	99.34	27	102.2	14.91	3.98	1.03
	5	1296	100.00	27	105.5	15.27	5.97	1.43
	7	1366	95.53	8	105.4	15.00	7.59	1.58
	9	1404	93.52	8	107.1	15.51	9.06	1.87
(9) MATHEMATICAL PROBLEMS	3	1214	99.34	27	102.2	14.91	3.81	1.09
	5	1296	100.00	27	105.5	15.27	5.58	1.32
	7	1366	95.53	8	105.4	15.00	7.16	1.63
	9	1404	93.52	8	107.1	15.51	8.77	1.84
(10) MATHEMATICAL TOTAL	3	1214	99.34	27	102.2	14.91	3.90	1.00
	5	1296	100.00	27	105.5	15.27	5.78	1.30
	7	1366	95.53	8	105.4	15.00	7.38	1.52
	9	1404	93.52	8	107.1	15.51	8.91	1.74

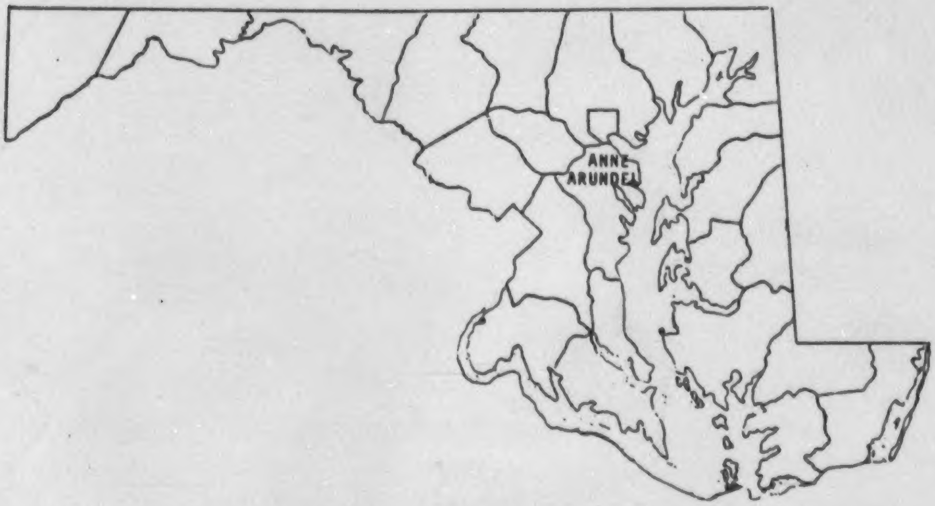
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

ANNE ARUNDEL COUNTY



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Edward J. Anderson, *Superintendent of Schools*
C. Berry Carter, II, *Deputy Superintendent of Schools*

ANNE ARUNDEL COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
297,539	$11,478	15.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.2	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
78,172	$11,128	$17,838	8.6	18.4

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
19.2	20.0	90.6

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$900.40	$698.91	77.8	$26.61

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.9	$11.92	1.3

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	5818	97.97	73	100.2	15.51	3.57	1.14
	5	6347	97.31	72	100.3	14.68	5.40	1.50
	7	6662	93.23	13	102.3	15.65	6.96	1.84
	9	6132	93.02	13	103.6	25.69	8.54	2.04
(2) READING COMPREHENSION	3	5818	97.97	73	100.2	[illegible]	3.61	1.23
	5	6347	97.31	72	100.3	14.68	5.36	1.44
	7	6662	93.23	13	102.3	15.65	6.93	1.70
	9	6132	93.02	13	103.6	15.69	8.42	1.95
(3) SPELLING	3	5818	97.80	73	100.2	15.51	4.10	1.37
	5	6347	96.94	72	100.3	14.68	5.54	1.73
	7	6662	93.38	13	102.3	15.65	6.99	2.14
	9	6132	92.71	13	103.6	15.69	8.40	2.32
(4) CAPITALIZATION	3	5818	97.78	73	100.2	15.51	4.35	1.31
	5	6347	96.94	72	100.3	14.68	5.36	1.58
	7	6662	93.38	13	102.3	15.65	6.85	2.03
	9	6132	92.71	13	103.6	15.69	8.24	2.32
(5) PUNCTUATION	3	5818	97.78	73	100.2	15.51	3.84	1.35
	5	6347	96.94	72	100.3	14.68	5.33	1.57
	7	6662	93.38	13	102.3	15.65	6.70	2.02
	9	6132	92.71	13	103.6	15.69	8.11	2.33

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

ANNE ARUNDEL COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	5818	97.78	73	100.2	15.51	3.67	1.38
	5	6347	96.94	72	100.3	14.68	5.38	1.74
	7	6662	93.38	13	102.3	15.65	6.92	2.09
	9	6132	92.71	13	103.6	15.69	8.21	2.32
(7) LANGUAGE TOTAL	3	5818	97.78	73	100.2	15.51	3.99	1.18
	5	6347	96.96	72	100.3	14.68	5.40	1.44
	7	6662	93.38	13	102.3	15.65	6.87	1.80
	9	6132	92.71	13	103.6	15.69	8.24	2.05
(8) MATHEMATICAL CONCEPTS	3	5818	97.56	73	100.2	15.51	3.59	.96
	5	6347	97.15	72	100.3	14.68	5.60	1.38
	7	6662	92.64	13	102.3	15.65	7.14	1.69
	9	6132	91.55	13	103.6	15.69	8.80	1.91
(9) MATHEMATICAL PROBLEMS	3	5818	97.56	73	100.2	15.51	3.51	1.06
	5	6347	97.15	72	100.3	14.68	5.36	1.29
	7	6662	92.64	13	102.3	15.65	7.06	1.66
	9	6132	91.55	13	103.6	15.69	8.42	1.87
(10) MATHEMATICAL TOTAL	3	5818	97.56	73	100.2	15.51	3.55	.95
	5	6347	97.15	72	100.3	14.68	5.48	1.05
	7	6662	92.64	13	102.3	15.65	7.10	1.56
	9	6132	91.55	13	103.6	15.69	8.61	1.78

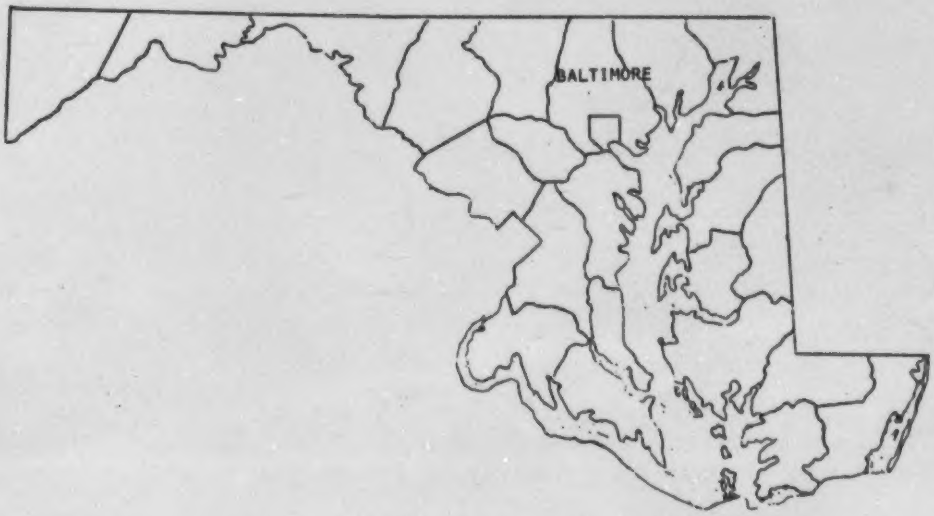
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

BALTIMORE COUNTY



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Joshua R. Wheeler, *Superintendent of Schools*
Robert Y. Dubel, *Deputy Superintendent*

BALTIMORE COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
621,077	$12,081	13.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
128,700	$11,643	$22,258	9.6	22.3

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
33.6	18.0	94.4

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,037.77	$782.14	75.5	$20.18

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.9	$6.92	0.7

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*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	8795	97.98	106	105.0	15.66	3.88	1.11
	5	9620	99.36	106	105.7	14.81	5.54	1.55
	7	10592	97.72	26	103.8	15.10	7.34	1.86
	9	11042	96.00	28	103.8	15.27	8.91	1.89
(2) READING COMPREHENSION	3	8795	98.09	106	105.0	15.66	3.94	1.22
	5	9620	99.37	106	105.7	14.81	5.61	1.40
	7	10592	97.72	26	103.8	15.10	7.30	1.62
	9	11042	96.00	28	103.8	15.27	8.75	1.80
(3) SPELLING	3	8795	97.69	106	105.0	15.66	4.40	1.37
	5	9620	99.37	106	105.7	14.81	5.98	1.69
	7	10592	97.82	26	103.8	15.10	7.64	2.01
	9	11042	96.10	28	103.8	15.27	8.92	2.11
(4) CAPITALIZATION	3	8795	97.76	106	105.0	15.66	4.09	1.32
	5	9620	99.40	106	105.7	14.81	5.89	1.67
	7	10592	97.82	26	103.8	15.10	7.54	1.97
	9	11042	96.10	28	103.8	15.27	8.80	2.16
(5) PUNCTUATION	3	8795	97.71	106	105.0	15.66	4.29	1.41
	5	9620	99.38	106	105.7	14.81	5.94	1.63
	7	10592	97.82	26	103.8	15.10	7.34	2.00
	9	11042	96.10	28	103.8	15.27	8.57	2.17

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

BALTIMORE COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	8795	97.68	106	105.0	15.66	4.09	1.41
	5	9620	99.37	106	105.7	14.81	5.66	1.63
	7	10592	97.82	26	103.8	15.10	7.44	1.95
	9	11042	96.10	28	103.8	15.27	8.53	2.17
(7) LANGUAGE TOTAL	3	8795	97.49	106	105.0	15.66	4.24	1.21
	5	9620	99.32	106	105.7	14.81	5.88	1.47
	7	10592	97.82	26	103.8	15.10	7.50	1.74
	9	11042	96.10	28	103.8	15.27	8.72	1.89
(8) MATHEMATICAL CONCEPTS	3	8795	97.75	106	105.0	15.66	4.03	1.04
	5	9620	99.30	106	105.7	14.81	6.19	1.52
	7	10592	97.71	26	103.8	15.10	7.95	1.74
	9	11042	95.92	28	103.8	15.27	9.25	1.78
(9) MATHEMATICAL PROBLEMS	3	8795	97.71	106	105.0	15.66	3.93	1.08
	5	9620	99.27	106	105.7	14.81	5.71	1.40
	7	10592	97.71	26	103.8	15.10	7.56	1.65
	9	11042	95.92	28	103.8	15.27	8.89	1.88
(10) MATHEMATICAL TOTAL	3	8795	97.67	106	105.0	15.66	3.99	1.02
	5	9620	99.26	106	105.7	14.81	5.97	1.40
	7	10592	97.71	26	103.8	15.10	7.78	1.62
	9	11042	95.92	28	103.8	15.27	9.09	1.75

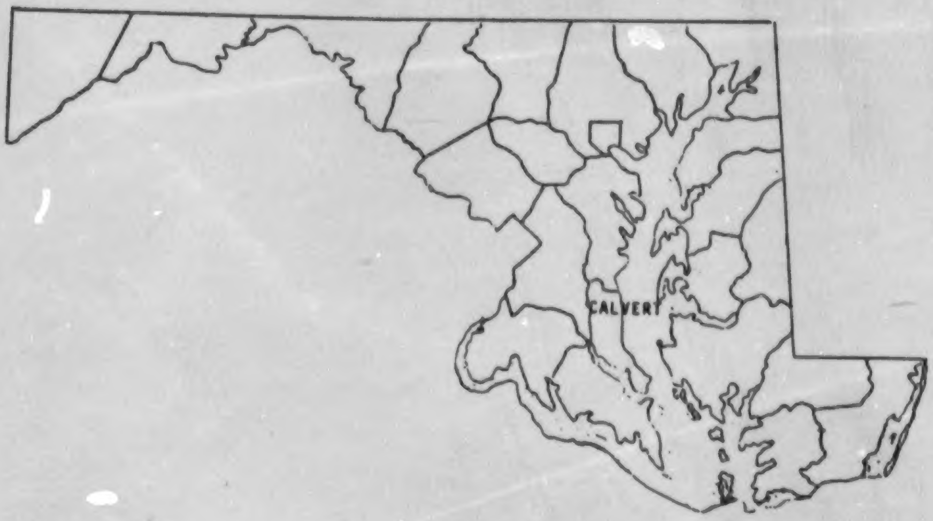
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CALVERT COUNTY



BOARD OF EDUCATION (Appointed)

John R. Ward, *President*
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Philip Foote
Hagner Reid Mister
Mrs. Nancy Zinn

Ralph E. Wachter, *Superintendent of Schools*

CALVERT COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
20,682	$8,741	34.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.1	10.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,530	$10,028	$16,913	6.8	17.6

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
13.1	19.4	93.1

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,024.62	$717.28	70.2	$33.23

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUBIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
3.2	$10.66	1.0

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CALVERT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	494	98.58	6	92.4	14.90	2.94	1.09
	5	502	100.00	5	93.4	16.60	4.21	1.49
	7	503	93.64	2	90.8	16.20	5.71	1.73
	9	620	69.35	2	92.9	15.67	7.14	2.12
(2) READING COMPREHENSION	3	494	98.58	6	92.4	14.90	3.04	1.13
	5	502	100.00	5	93.4	16.60	4.41	1.46
	7	503	93.64	2	90.8	16.20	5.96	1.55
	9	620	69.35	2	92.9	15.67	7.33	1.88
(3) SPELLING	3	494	98.58	6	92.4	14.90	3.38	1.36
	5	502	100.00	5	93.4	16.60	4.44	1.75
	7	503	93.64	2	90.8	16.20	5.60	1.79
	9	620	69.35	2	92.9	15.67	6.98	2.33
(4) CAPITALIZATION	3	494	98.58	6	92.4	14.90	3.46	1.31
	5	502	100.00	5	93.4	16.60	4.74	1.54
	7	503	93.64	2	90.8	16.20	5.86	1.82
	9	620	69.35	2	92.9	15.67	6.91	2.30
(5) PUNCTUATION	3	494	98.58	6	92.4	14.90	3.54	1.33
	5	502	100.00	5	93.4	16.60	4.77	1.46
	7	503	93.64	2	90.8	16.20	5.74	1.81
	9	620	69.35	2	92.9	15.67	7.05	2.25

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7. AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7. AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CALVERT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	494	98.58	6	92.4	14.90	3.16	1.29
	5	502	100.00	5	93.4	16.60	4.33	1.62
	7	503	93.64	2	90.8	16.20	5.70	1.84
	9	620	69.35	2	92.9	15.67	7.13	2.26
(7) LANGUAGE TOTAL	3	494	98.58	6	92.4	14.90	3.39	1.16
	5	502	100.00	5	93.4	16.60	4.57	1.38
	7	503	93.64	2	90.8	16.20	5.72	1.54
	9	620	69.35	2	92.9	15.67	7.02	2.01
(8) MATHEMATICAL CONCEPTS	3	494	98.58	6	92.4	14.90	3.07	.96
	5	502	100.00	5	93.4	16.60	4.65	1.29
	7	503	93.64	2	90.8	16.20	6.14	1.34
	9	620	69.35	2	92.9	15.67	7.42	1.80
(9) MATHEMATICAL PROBLEMS	3	494	98.58	6	92.4	14.90	3.08	1.04
	5	502	100.00	5	93.4	16.60	4.69	1.36
	7	503	93.64	2	90.8	16.20	6.03	1.50
	9	620	69.35	2	92.9	15.67	7.30	1.90
(10) MATHEMATICAL TOTAL	3	494	98.58	6	92.4	14.90	3.07	.94
	5	502	100.00	5	93.4	16.60	4.67	1.23
	7	503	93.64	2	90.8	16.20	6.08	1.29
	9	620	69.35	2	92.9	15.67	7.36	1.72

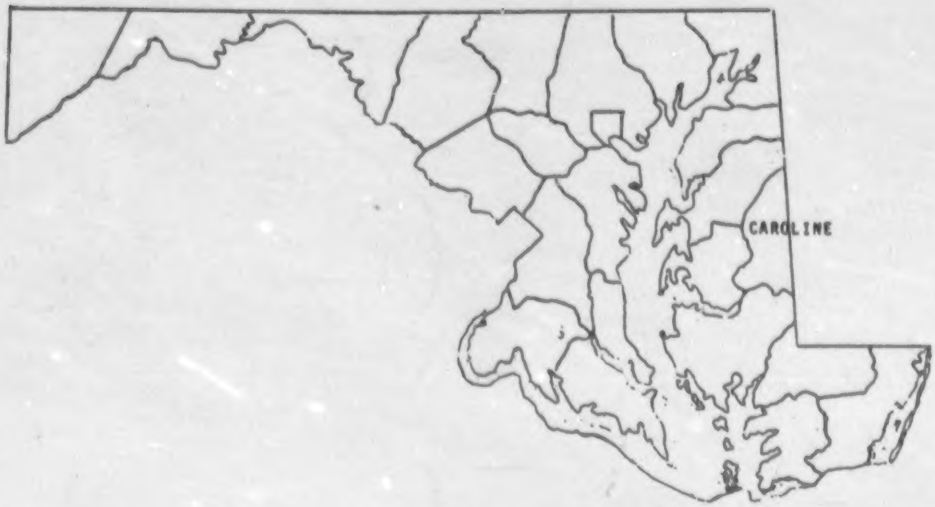
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CAROLINE COUNTY



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Vacancy

Wilbur S. Hoopengardner, *Superintendent of Schools*

CAROLINE COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
19,781	$7,430	33.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.8	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,296	$8,303	$14,692	8.6	14.4

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
15.1	18.7	94.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$845.96	$606.71	71.8	$19.76

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COST	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.3	$6.84	0.8

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* SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CAROLINE COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	415	91.08	5	96.7	15.23	3.23	1.16
	5	421	92.87	5	98.7	15.68	5.01	1.48
	7	467	90.15	2	94.7	15.73	6.46	1.76
	9	450	84.67	2	101.0	15.42	8.16	2.07
(2) READING COMPREHENSION	3	415	91.08	5	96.7	15.23	3.47	1.27
	5	421	92.87	5	98.7	15.68	5.15	1.46
	7	467	90.15	2	94.7	15.73	6.58	1.62
	9	450	84.67	2	101.0	15.42	8.24	1.81
(3) SPELLING	3	415	91.08	5	96.7	15.23	3.95	1.43
	5	421	92.87	5	98.7	15.68	5.46	1.76
	7	467	90.15	2	94.7	15.73	6.73	2.03
	9	450	84.67	2	101.0	15.42	8.20	2.27
(4) CAPITALIZATION	3	415	91.08	5	96.7	15.23	3.88	1.40
	5	421	92.87	5	98.7	15.68	5.38	1.55
	7	467	90.15	2	94.7	15.73	6.43	1.98
	9	450	84.67	2	101.0	15.42	8.41	2.25
(5) PUNCTUATION	3	415	91.08	5	96.7	15.23	3.91	1.47
	5	421	92.87	5	98.7	15.68	5.19	1.55
	7	467	90.15	2	94.7	15.73	6.37	1.95
	9	450	84.67	2	101.0	15.42	8.00	2.26

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CAROLINE COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	415	91.08	5	96.7	15.23	3.47	1.35
	5	421	92.87	5	98.7	15.68	5.02	1.73
	7	467	90.15	2	94.7	15.73	6.36	1.98
	9	450	84.67	2	101.0	15.42	7.75	2.24
(7) LANGUAGE TOTAL	3	415	91.08	5	96.7	15.23	3.80	1.25
	5	421	92.87	5	98.7	15.68	5.26	1.46
	7	467	90.15	2	94.7	15.73	6.47	1.75
	9	450	84.67	2	101.0	15.42	8.09	2.00
(8) MATHEMATICAL CONCEPTS	3	415	91.08	5	96.7	15.23	3.28	.93
	5	421	92.87	5	98.7	15.68	5.23	1.32
	7	467	90.15	2	94.7	15.73	6.80	1.50
	9	450	84.67	2	101.0	15.42	8.15	1.83
(9) MATHEMATICAL PROBLEMS	3	415	91.08	5	96.7	15.23	3.48	1.17
	5	421	92.87	5	98.7	15.68	5.13	1.28
	7	467	90.15	2	94.7	15.73	6.63	1.55
	9	450	84.67	2	101.0	15.42	8.03	1.79
(10) MATHEMATICAL TOTAL	3	415	91.08	5	96.7	15.23	3.38	.99
	5	421	92.87	5	98.7	15.68	5.18	1.22
	7	467	90.15	2	94.7	15.73	6.72	1.41
	9	450	84.67	2	101.0	15.42	8.09	1.69

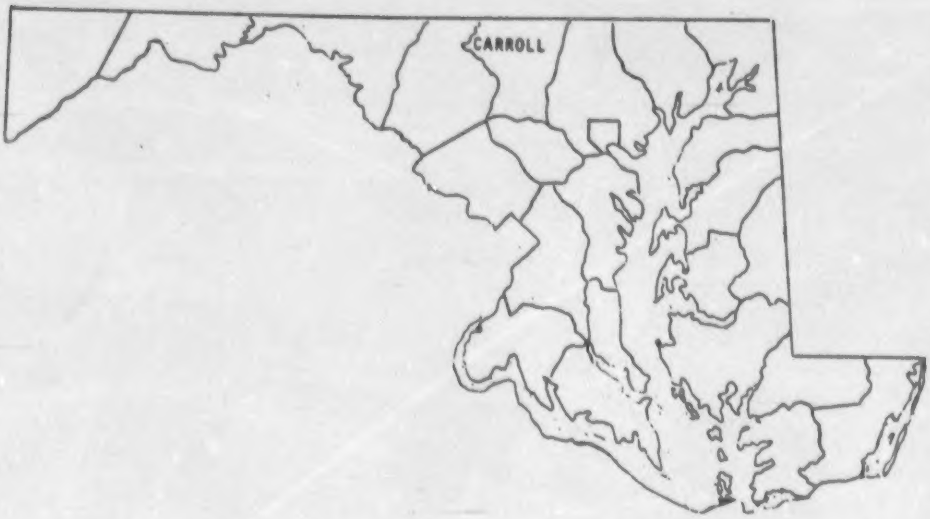
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CARROLL COUNTY



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Richard Dixon, *Vice President*
Philip S. Benzil
Mrs. Elizabeth Gehr
T. Edward Lippy
Mrs. Virginia Minnick

George E. Thomas, *Superintendent of Schools*

CARROLL COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
69,006	$10,204	19.7

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	10.7

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
18,442	$9,978	$17,613	8.5	20.3

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
12.6	19.0	94.9

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$926.45	$684.70	74.1	$28.47

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
3.1	$6.20	0.7

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CARROLL COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1440	98.40	16	103.8	15.94	3.85	1.08
	5	1486	98.25	10	104.6	15.22	5.51	1.53
	7	1481	97.10	7	102.8	14.15	7.24	1.80
	9	1468	87.26	4	107.1	14.96	8.86	1.86
(2) READING COMPREHENSION	3	1440	98.40	16	103.8	15.94	3.86	1.23
	5	1486	98.25	10	104.6	15.22	5.67	1.47
	7	1481	97.10	7	102.8	14.15	7.37	1.61
	9	1468	87.26	4	107.1	14.96	9.03	1.77
(3) SPELLING	3	1440	98.40	16	103.8	15.94	4.49	1.35
	5	1486	98.25	10	104.6	15.22	5.92	1.76
	7	1481	97.10	7	102.8	14.15	7.39	1.98
	9	1468	87.26	4	107.1	14.96	8.80	2.15
(4) CAPITALIZATION	3	1440	98.40	16	103.8	15.94	4.29	1.29
	5	1486	98.25	10	104.6	15.22	5.94	1.67
	7	1481	97.10	7	102.8	14.15	7.10	1.96
	9	1468	87.26	4	107.1	14.96	9.16	2.20
(5) PUNCTUATION	3	1440	98.40	16	103.8	15.94	4.33	1.46
	5	1486	98.25	10	104.6	15.22	5.82	1.70
	7	1481	97.10	7	102.8	14.15	7.17	1.95
	9	1468	87.26	4	107.1	14.96	8.48	2.20

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CARROLL COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1440	98.40	16	103.8	15.94	3.95	1.38
	5	1486	98.25	10	104.6	15.22	5.62	1.73
	7	1481	97.10	7	102.8	14.15	7.23	1.99
	9	1468	87.26	4	107.1	14.96	8.52	2.27
(7) LANGUAGE TOTAL	3	1440	98.40	16	103.8	15.94	4.26	1.21
	5	1486	98.25	10	104.6	15.22	5.82	1.52
	7	1481	97.10	7	102.8	14.15	7.22	1.72
	9	1468	87.26	4	107.1	14.96	8.73	1.95
(8) MATHEMATICAL CONCEPTS	3	1440	98.40	16	103.8	15.94	3.88	.93
	5	1486	98.25	10	104.6	15.22	6.03	1.43
	7	1481	97.10	7	102.8	14.15	7.81	1.62
	9	1468	87.26	4	107.1	14.96	9.45	1.74
(9) MATHEMATICAL PROBLEMS	3	1440	98.40	16	103.8	15.94	3.78	1.09
	5	1486	98.25	10	104.6	15.22	5.63	1.36
	7	1481	97.10	7	102.8	14.15	7.39	1.61
	9	1468	87.26	4	107.1	14.96	9.22	1.68
(10) MATHEMATICAL TOTAL	3	1440	98.40	16	103.8	15.94	3.84	.95
	5	1486	98.25	10	104.6	15.22	5.83	1.33
	7	1481	97.10	7	102.8	14.15	7.60	1.52
	9	1468	87.26	4	107.1	14.96	9.33	1.61

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CECIL COUNTY

BOARD OF EDUCATION (Appointed)

Lester W. Roane, *President*
Leroy Manlove, D.V.M., *Vice President*
Mrs. Virginia W. Brown
Charles H. Dennison
James A. Wilson

Walter J. Finn, *Superintendent of Schools*

CECIL COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
53,291	$9,042	26.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.6	11.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
13,513	$10,068	$17,188	8.1	12.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
18.3	21.4	93.5

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$818.51	$602.85	73.7	$21.72

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.7	$6.30	0.8

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CECIL COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1071	96.73	16	98.0	15.29	3.33	1.10
	5	1115	96.68	16	100.4	15.03	5.04	1.54
	7	1126	91.12	6	101.1	14.45	6.79	1.74
	9	1006	80.12	5	101.2	15.11	8.38	2.01
(2) READING COMPREHENSION	3	1071	96.73	16	98.0	15.29	3.47	1.18
	5	1115	96.68	16	100.4	15.03	5.20	1.47
	7	1126	91.12	6	101.1	14.45	6.96	1.62
	9	1006	80.12	5	101.2	15.11	8.41	1.81
(3) SPELLING	3	1071	96.73	16	98.0	15.29	3.83	1.38
	5	1115	96.68	16	100.4	15.03	5.34	1.83
	7	1126	91.12	6	101.1	14.45	6.81	2.13
	9	1006	80.12	5	101.2	15.11	8.36	2.27
(4) CAPITALIZATION	3	1071	96.73	16	98.0	15.29	3.67	1.25
	5	1115	96.68	16	100.4	15.03	5.35	1.60
	7	1126	91.12	6	101.1	14.45	6.69	1.89
	9	1006	80.12	5	101.2	15.11	8.26	2.10
(5) PUNCTUATION	3	1071	96.73	16	98.0	15.29	3.70	1.31
	5	1115	96.68	16	100.4	15.03	5.34	1.61
	7	1126	91.12	6	101.1	14.45	6.64	1.94
	9	1006	80.12	5	101.2	15.11	8.06	2.19

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CECIL COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1071	96.73	16	98.0	15.29	3.40	1.30
	5	1115	96.68	16	100.4	15.03	4.98	1.66
	7	1126	91.12	6	101.1	14.45	6.58	1.94
	9	1006	80.12	5	101.2	15.11	7.92	2.21
(7) LANGUAGE TOTAL	3	1071	96.73	16	98.0	15.29	3.65	1.14
	5	1115	96.68	16	100.4	15.03	5.25	1.48
	7	1126	91.12	6	101.1	14.45	6.68	1.71
	9	1006	80.12	5	101.2	15.11	8.15	1.91
(8) MATHEMATICAL CONCEPTS	3	1071	96.73	16	98.0	15.29	3.57	1.02
	5	1115	96.68	16	100.4	15.03	5.72	1.49
	7	1126	91.12	6	101.1	14.45	7.36	1.61
	9	1006	80.12	5	101.2	15.11	8.69	1.81
(9) MATHEMATICAL PROBLEMS	3	1071	96.73	16	98.0	15.29	3.50	1.07
	5	1115	96.68	16	100.4	15.03	5.43	1.31
	7	1126	91.12	6	101.1	14.45	7.18	1.63
	9	1006	80.12	5	101.2	15.11	8.49	1.74
(10) MATHEMATICAL TOTAL	3	1071	96.73	16	98.0	15.29	3.54	.99
	5	1115	96.68	16	100.4	15.03	5.57	1.32
	7	1126	91.12	6	101.1	14.45	7.27	1.53
	9	1006	80.12	5	101.2	15.11	8.59	1.65

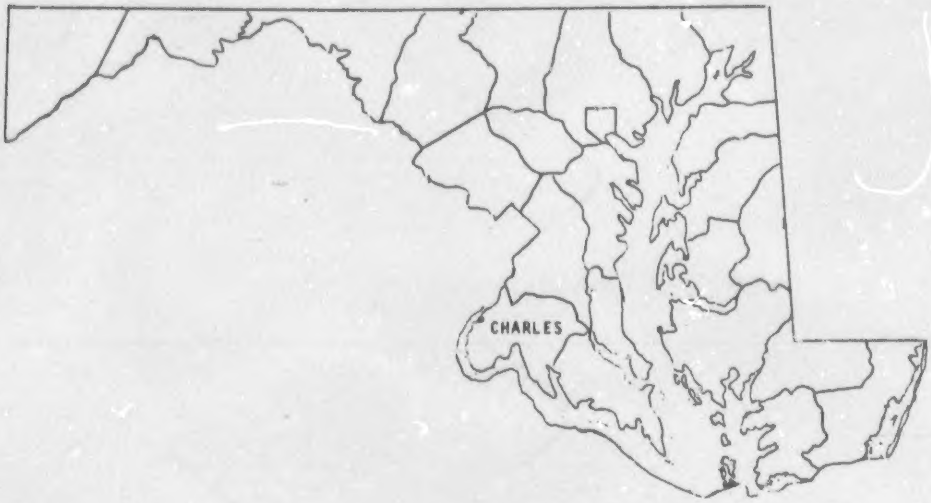
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

CHARLES COUNTY



BOARD OF EDUCATION (Elected)

Vincent C. Hungerford, *Chairman*
Mrs. Nancy J. Sefton, *Vice-Chairman*
C. Hayes Jameson, Jr.
Mrs. Louisa Pickeral
Mrs. Merle K. Turner
James E. Wilson, Jr.
Sandy A. Wilson

Jesse L. Starkey, *Superintendent of Schools*

CHARLES COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
47,675	$10,377	27.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.0	12.0

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
16,358	$10,598	$18,716	8.6	17.8

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
20.1	21.1	93.2

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$995.78	$697.82	69.6	$26.67

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.6	$11.10	1.1

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

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CHARLES COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1340	97.31	16	96.7	16.16	3.22	1.10
	5	1427	97.55	16	97.7	16.27	4.85	1.66
	7	1320	96.52	5	97.1	17.00	6.37	1.91
	9	1377	86.20	3	97.8	17.03	7.75	2.18
(2) READING COMPREHENSION	3	1340	98.21	16	96.7	16.16	3.34	1.18
	5	1427	96.92	16	97.7	16.27	4.96	1.54
	7	1320	96.59	5	97.1	17.00	6.64	1.64
	9	1377	86.64	3	97.8	17.03	7.87	1.99
(3) SPELLING	3	1340	97.46	16	96.7	16.16	3.80	1.35
	5	1427	97.62	16	97.7	16.27	5.05	1.81
	7	1320	96.06	5	97.1	17.00	6.46	2.12
	9	1377	86.71	3	97.8	17.03	7.79	2.45
(4) CAPITALIZATION	3	1340	98.28	16	96.7	16.16	3.79	1.32
	5	1427	97.62	16	97.7	16.27	5.37	1.63
	7	1320	96.06	5	97.1	17.00	6.73	1.98
	9	1377	86.64	3	97.8	17.03	7.84	2.33
(5) PUNCTUATION	3	1340	98.36	16	96.7	16.16	3.76	1.41
	5	1427	97.62	16	97.7	16.27	5.28	1.65
	7	1320	96.06	5	97.1	17.00	6.44	1.96
	9	1377	86.42	3	97.8	17.03	7.78	2.16

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1340	98.43	16	96.7	16.16	3.49	1.33
	5	1427	97.27	16	97.7	16.27	5.09	1.77
	7	1320	96.29	5	97.1	17.00	6.47	2.06
	9	1377	86.20	3	97.8	17.03	7.64	2.32
(7) LANGUAGE TOTAL	3	1340	99.10	16	96.7	16.16	3.71	1.20
	5	1427	97.76	16	97.7	16.27	5.20	1.52
	7	1320	96.29	5	97.1	17.00	6.56	1.76
	9	1377	87.00	3	97.8	17.03	7.77	2.11
(8) MATHEMATICAL CONCEPTS	3	1340	98.51	16	96.7	16.16	3.44	1.02
	5	1427	97.34	16	97.7	16.27	5.30	1.38
	7	1320	95.98	5	97.1	17.00	6.72	1.56
	9	1377	85.04	3	97.8	17.03	8.13	1.91
(9) MATHEMATICAL PROBLEMS	3	1340	98.51	16	96.7	16.16	3.42	1.09
	5	1427	97.34	16	97.7	16.27	5.08	1.36
	7	1320	96.14	5	97.1	17.00	6.56	1.67
	9	1377	85.04	3	97.8	17.03	7.90	1.96
(10) MATHEMATICAL TOTAL	3	1340	98.66	16	96.7	16.16	3.45	1.00
	5	1427	97.34	16	97.7	16.27	5.21	1.28
	7	1320	96.14	5	97.1	17.00	6.70	1.48
	9	1377	85.04	3	97.8	17.03	8.01	1.85

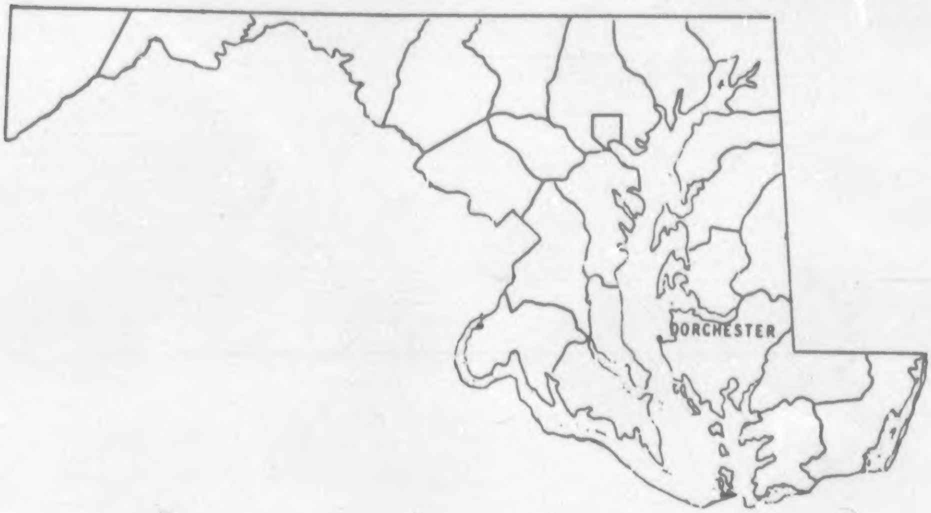
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

DORCHESTER COUNTY



BOARD OF EDUCATION (Appointed)

T. Reynolds Carpenter, *President*
Charles W. Kelly, *Vice President*
Mrs. Joan M. Hurley
Philip L. Jones
Robert F. Merrick
George R. Parham

Joseph L. Shilling, *Superintendent of Schools*

DORCHESTER COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
29,405	$7,702	39.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,300	$10,031	$14,679	10.9	22.4

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
15.8	18.1	92.9

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,004.83	$731.63	73.0	$33.15

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
3.3	$5.05	0.5

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

DORCHESTER COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	465	96.13	11	91.6	15.91	3.04	1.04
	5	493	99.80	11	91.5	15.82	4.61	1.57
	7	467	94.43	3	93.7	16.13	5.98	1.83
	9	486	91.77	3	94.6	15.70	7.48	2.15
(2) READING COMPRE-HENSION	3	465	96.13	11	91.6	15.91	3.14	1.14
	5	493	99.80	11	91.5	15.82	4.76	1.43
	7	467	94.43	3	93.7	16.13	6.25	1.60
	9	486	91.77	3	94.6	15.70	7.77	1.95
(3) SPELLING	3	465	96.13	11	91.6	15.91	3.82	1.35
	5	493	99.80	11	91.5	15.82	5.00	1.72
	7	467	94.43	3	93.7	16.13	6.39	1.97
	9	486	91.77	3	94.6	15.70	7.88	2.41
(4) CAPITAL-IZATION	3	465	96.13	11	91.6	15.91	3.90	1.28
	5	493	99.80	11	91.5	15.82	5.33	1.63
	7	467	94.43	3	93.7	16.13	6.51	1.93
	9	486	91.77	3	94.6	15.70	8.13	2.40
(5) PUNCTUATION	3	465	96.13	11	91.6	15.91	4.00	1.33
	5	493	99.80	11	91.5	15.82	5.04	1.62
	7	467	94.43	3	93.7	16.13	6.33	1.95
	9	486	91.77	3	94.6	15.70	7.81	2.40

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

DORCHESTER COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) +	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	465	96.13	11	91.6	15.91	3.33	1.30
	5	493	99.80	11	91.5	15.82	4.64	1.64
	7	467	94.43	3	93.7	16.13	6.27	1.85
	9	486	91.77	3	94.6	15.70	7.51	2.29
(7) LANGUAGE TOTAL	3	465	96.13	11	91.6	15.91	3.76	1.13
	5	493	99.80	11	91.5	15.82	5.00	1.42
	7	467	94.43	3	93.7	16.13	6.37	1.66
	9	486	91.77	3	94.6	15.70	7.84	2.21
(8) MATHEMATICAL CONCEPTS	3	465	96.13	11	91.6	15.91	3.18	.95
	5	493	99.80	11	91.5	15.82	4.70	1.17
	7	467	94.43	3	93.7	16.13	6.48	1.44
	9	486	91.77	3	94.6	15.70	7.88	1.82
(9) MATHEMATICAL PROBLEMS	3	465	96.13	11	91.6	15.91	3.30	1.04
	5	493	99.80	11	91.5	15.82	4.89	1.28
	7	467	94.43	3	93.7	16.13	6.50	1.56
	9	486	91.77	3	94.6	15.70	7.90	2.07
(10) MATHEMATICAL TOTAL	3	465	96.13	11	91.6	15.91	3.24	.93
	5	493	99.80	11	91.5	15.82	4.80	1.12
	7	467	94.43	3	93.7	16.13	6.49	1.38
	9	486	91.77	3	94.6	15.70	7.89	1.84

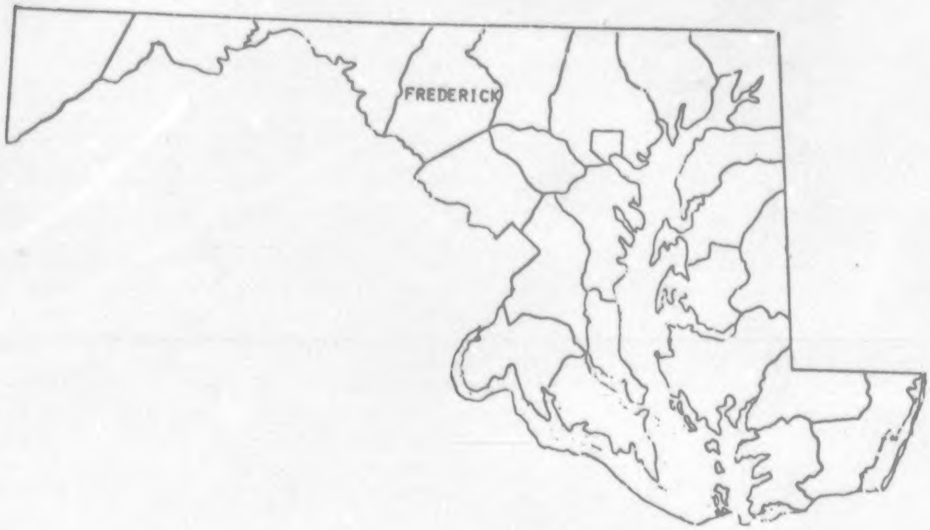
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

FREDERICK COUNTY



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FREDERICK COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
84,927	$9,550	23.3

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
21,922	$10,677	$18,278	9.5	17.2

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
25.8	20.8	94.4

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$890.91	$670.25	75.6	$28.17

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
3.1	$5.15	0.6

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

FREDERICK COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1740	40.06	24	100.0	16.52	3.34	1.13
	5	1770	38.42	23	100.5	16.83	5.04	1.57
	7	1827	12.75	8	100.2	16.06	6.80	1.88
	9	1809	10.89	7	99.8	16.31	8.10	2.20
(2) READING COMPREHENSION	3	1740	40.06	24	100.0	16.52	3.45	1.21
	5	1770	38.42	23	100.5	16.83	5.11	1.54
	7	1827	12.75	8	100.2	16.06	6.92	1.72
	9	1809	10.89	7	99.8	16.31	8.38	1.75
(3) SPELLING	3	1740	40.06	24	100.0	16.52	3.89	1.44
	5	1770	38.42	23	100.5	16.83	5.23	1.89
	7	1827	12.75	8	100.2	16.06	6.79	2.25
	9	1809	10.89	7	99.8	16.31	7.92	2.40
(4) CAPITALIZATION	3	1740	40.06	24	100.0	16.52	3.72	1.30
	5	1770	38.42	23	100.5	16.83	5.24	1.68
	7	1827	12.75	8	100.2	16.06	6.77	2.09
	9	1809	10.90	7	99.8	16.31	8.06	2.40
(5) PUNCTUATION	3	1740	40.06	24	100.0	16.52	3.85	1.34
	5	1770	38.42	23	100.5	16.83	5.17	1.71
	7	1827	12.75	8	100.2	16.06	6.75	2.08
	9	1809	10.89	7	99.8	16.31	7.71	2.35

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

FREDERICK COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1740	40.06	24	100.0	16.52	3.37	1.36
	5	1770	38.42	23	100.5	16.83	5.05	1.73
	7	1827	12.75	8	100.2	16.06	6.75	2.19
	9	1809	10.89	7	99.8	16.31	7.90	2.36
(7) LANGUAGE TOTAL	3	1740	40.06	24	100.0	16.52	3.71	1.20
	5	1770	38.42	23	100.5	16.83	5.17	1.57
	7	1827	12.75	8	100.2	16.06	6.76	1.92
	9	1809	10.89	7	99.8	16.31	7.90	2.12
(8) MATHEMATICAL CONCEPTS	3	1740	40.06	24	100.0	16.52	3.49	1.05
	5	1770	38.42	23	100.5	16.83	5.62	1.55
	7	1827	12.75	8	100.2	16.06	7.23	1.70
	9	1809	10.89	7	99.8	16.31	8.56	2.00
(9) MATHEMATICAL PROBLEMS	3	1740	40.06	24	100.0	16.52	3.40	1.13
	5	1770	38.42	23	100.5	16.83	5.25	1.38
	7	1827	12.75	8	100.2	16.06	7.04	1.63
	9	1809	10.89	7	99.8	16.31	8.21	2.01
(10) MATHEMATICAL TOTAL	3	1740	40.06	24	100.0	16.52	3.44	1.04
	5	1770	38.42	23	100.5	16.83	5.44	1.39
	7	1827	12.75	8	100.2	16.06	7.14	1.56
	9	1809	10.89	7	99.8	16.31	8.38	1.90

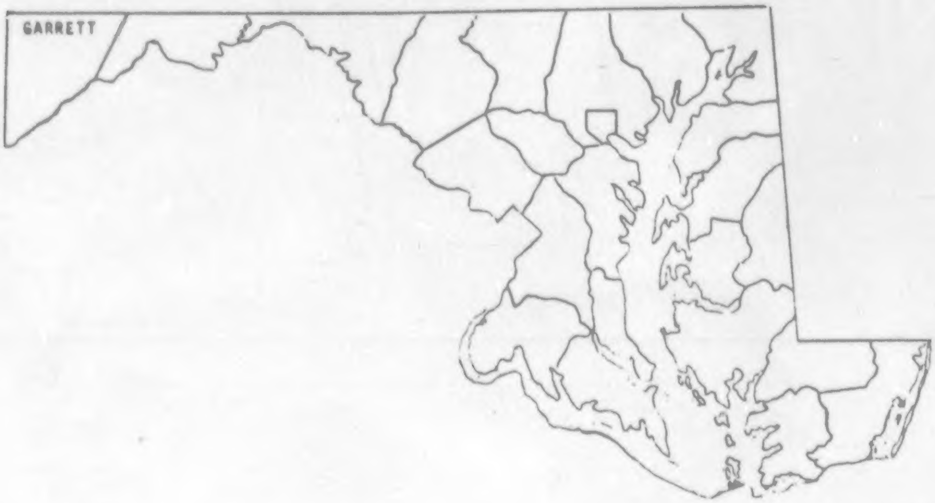
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

GARRETT COUNTY



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GARRETT COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
21,476	$6,023	34.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,783	$9,015	$14,636	11.7	24.2

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
18.9	19.7	95.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$772.39	$528.52	68.8	$20.92

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.7	$2.58	0.3

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PRESENTED IN THIS TABLE.

GARRETT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	429	98.83	13	98.9	14.44	3.43	1.06
	5	462	97.40	11	101.7	15.43	5.06	1.53
	7	517	97.29	6	101.2	16.78	6.72	1.83
	9	434	93.78	3	104.4	16.44	8.60	1.97
(2) READING COMPREHENSION	3	429	98.83	13	98.9	13.33	3.60	1.24
	5	462	97.40	11	101.7	15.43	5.33	1.57
	7	517	97.29	6	101.2	16.78	6.92	1.73
	9	434	93.78	3	104.4	16.44	8.81	1.91
(3) SPELLING	3	429	98.83	13	98.9	14.44	3.94	1.39
	5	462	97.40	11	101.7	15.43	5.24	1.80
	7	517	97.29	6	101.2	16.78	6.72	2.07
	9	434	93.78	3	104.4	16.44	8.31	2.31
(4) CAPITALIZATION	3	429	98.83	13	98.9	14.44	3.85	1.28
	5	462	97.40	11	101.7	15.43	5.52	1.69
	7	517	97.29	6	101.2	16.78	6.94	2.09
	9	434	93.78	3	104.4	16.44	8.87	2.38
(5) PUNCTUATION	3	429	98.83	13	98.9	14.44	4.02	1.43
	5	462	97.40	11	101.7	15.43	5.33	1.60
	7	517	97.29	6	101.2	16.78	6.91	2.08
	9	434	93.78	3	104.4	16.44	8.62	2.21

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	429	98.83	13	98.9	14.44	3.57	1.31
	5	462	97.40	11	101.7	15.43	4.97	1.73
	7	517	97.29	6	101.2	16.78	6.49	2.05
	9	434	93.78	3	104.4	16.44	8.11	2.30
(7) LANGUAGE TOTAL	3	429	98.83	13	98.9	14.44	3.84	1.18
	5	462	97.40	11	101.7	15.43	5.26	1.52
	7	517	97.29	6	101.2	16.78	6.77	1.85
	9	434	93.78	3	104.4	16.44	8.48	2.06
(8) MATHEMATICAL CONCEPTS	3	429	98.83	13	98.9	14.44	3.59	.97
	5	462	97.40	11	101.7	15.43	5.67	1.45
	7	517	97.29	6	101.2	16.78	7.33	1.68
	9	434	93.78	3	104.4	16.44	8.89	1.98
(9) MATHEMATICAL PROBLEMS	3	429	98.83	13	98.9	14.44	3.60	1.09
	5	462	97.40	11	101.7	15.43	5.36	1.33
	7	517	97.29	6	101.2	16.78	7.18	1.70
	9	434	93.78	3	104.4	16.44	8.82	1.89
(10) MATHEMATICAL TOTAL	3	429	98.83	13	98.9	14.44	3.59	.97
	5	462	97.40	11	101.7	15.43	5.51	1.31
	7	517	97.29	6	101.2	16.78	7.25	1.60
	9	434	93.78	3	104.4	16.44	8.86	1.83

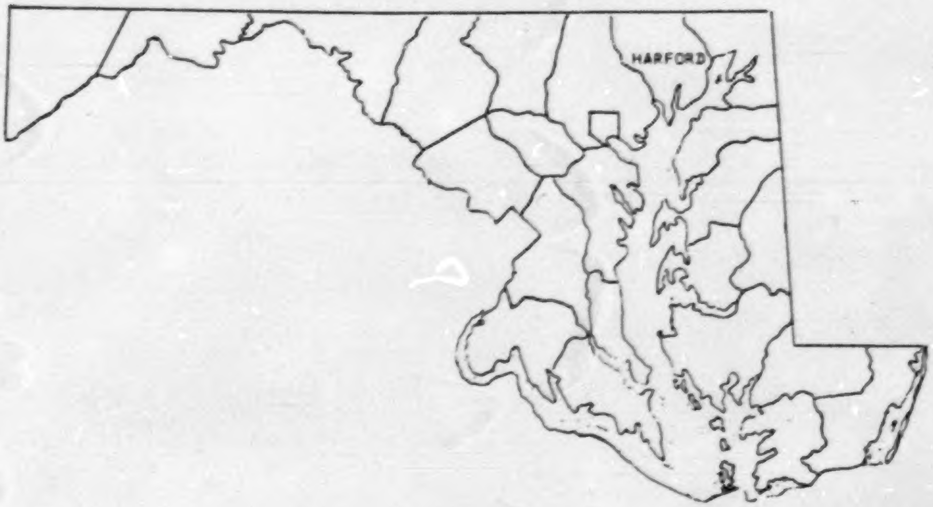
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

HARFORD COUNTY



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Alden H. Halsey, *Deputy Superintendent*

HARFORD COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
115,378	$10,770	16.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
33,163	$10,980	$17,940	9.1	15.6

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
25.9	20.0	94.6

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$853.91	$642.18	75.3	$21.46

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.5	$7.49	0.9

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HARFORD COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	2697	92.25	24	102.5	16.36	3.85	1.09
	5	2758	96.99	24	104.5	15.09	5.61	1.44
	7	2854	88.16	6	102.6	14.82	7.39	1.85
	9	2595	80.62	6	105.2	15.60	9.05	1.90
(2) READING COMPREHENSION	3	2697	92.25	24	102.5	16.36	3.93	1.22
	5	2758	96.99	24	104.5	15.09	5.68	1.48
	7	2854	88.16	6	102.6	14.82	7.41	1.71
	9	2595	80.62	6	105.2	15.60	8.89	1.80
(3) SPELLING	3	2697	92.25	24	102.5	16.36	4.34	1.31
	5	2758	96.99	24	104.5	15.09	5.90	1.66
	7	2854	88.16	6	102.6	14.82	7.47	2.06
	9	2595	80.62	6	105.2	15.60	8.91	2.15
[illegible] CAPITALIZATION	3	2697	92.25	24	102.5	16.36	4.03	1.26
	5	2758	96.99	24	104.5	15.09	5.84	1.69
	7	2854	88.16	6	102.6	14.82	7.49	2.06
	9	2595	80.62	6	105.2	15.60	9.01	2.12
(5) PUNCTUATION	3	2697	92.25	24	102.5	16.36	4.05	1.39
	5	2758	96.99	24	104.5	15.09	5.67	1.63
	7	2854	88.16	6	102.6	14.82	7.21	2.10
	9	2595	80.62	6	105.2	15.60	8.73	2.20

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

HARFORD COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	2697	92.25	24	102.5	16.36	3.89	1.35
	5	2758	96.99	24	104.5	15.09	5.58	1.74
	7	2854	88.16	6	102.6	14.82	7.30	2.06
	9	2595	80.62	6	105.2	15.60	8.54	2.27
(7) LANGUAGE TOTAL	3	2697	92.25	24	102.5	16.36	4.08	1.15
	5	2758	96.99	24	104.5	15.09	5.75	1.50
	7	2854	88.16	6	102.6	14.82	7.37	1.84
	9	2595	80.62	6	105.2	15.60	8.80	1.94
(8) MATHEMATICAL CONCEPTS	3	2697	92.25	24	102.5	16.36	3.78	.96
	5	2758	96.99	24	104.5	15.09	5.75	1.39
	7	2854	88.16	6	102.6	14.82	7.47	1.61
	9	2595	80.62	6	105.2	15.60	9.15	1.83
(9) MATHEMATICAL PROBLEMS	3	2697	92.25	24	102.5	16.36	3.64	1.06
	5	2758	96.99	24	104.5	15.09	5.47	1.32
	7	2854	88.16	6	102.6	14.82	7.22	1.63
	9	2595	80.62	6	105.2	15.60	8.78	1.80
(10) MATHEMATICAL TOTAL	3	2697	92.25	24	102.5	16.36	3.71	.95
	5	2758	96.99	24	104.5	15.09	5.61	1.27
	7	2854	88.16	6	102.6	14.82	7.35	1.52
	9	2595	80.62	6	105.2	15.60	8.97	1.70

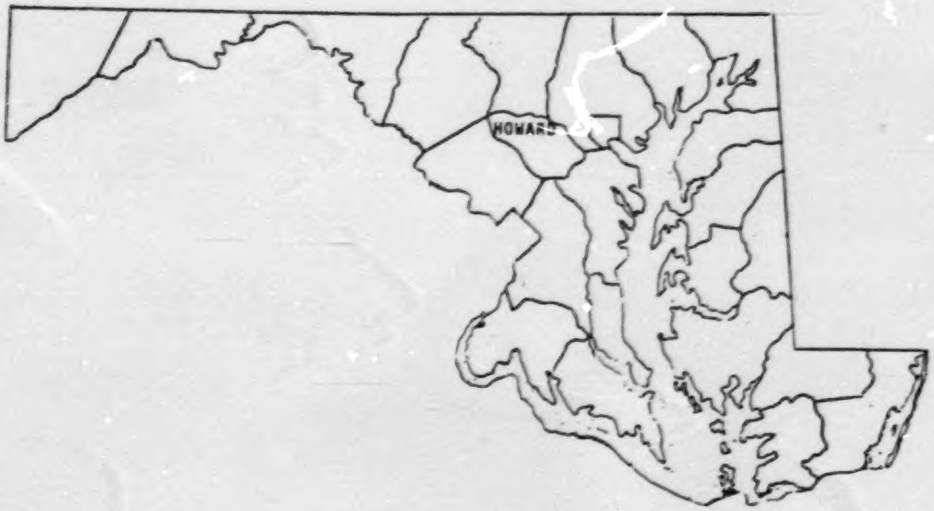
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

HOWARD COUNTY



BOARD OF EDUCATION (Appointed)

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Mrs. David H. Buswell
Mrs. David A. Reeder

M. Thomas Goedeke, *Superintendent of Schools*

HOWARD COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
61,911	$13,472	11.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.4	12.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
21,977	$10,833	$18,108	7.6	17.2

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
28.5	19.0	94.6

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,057.09	$792.93	75.0	$23.56

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.2	$6.75	0.6

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1628	100.00	23	107.6	16.66	4.10	1.21
	5	1794	100.00	23	106.8	15.59	5.93	1.56
	7	1703	100.00	10	105.8	14.35	7.60	1.77
	9	1664	90.56	6	106.5	16.27	9.25	1.99
(2) READING COMPRE-HENSION	3	1628	100.00	23	107.6	16.66	4.15	1.35
	5	1794	100.00	23	106.8	15.59	5.89	1.53
	7	1703	100.00	10	105.8	14.35	7.53	1.66
	9	1664	90.56	6	106.5	16.27	9.15	1.84
(3) SPELLING	3	1628	100.00	23	107.6	16.66	4.64	1.37
	5	1794	100.00	23	106.8	15.59	6.12	1.71
	7	1703	100.00	10	105.8	14.35	7.58	2.04
	9	1664	90.56	6	106.5	16.27	9.13	2.23
(4) CAPITAL-IZATION	3	1628	100.00	23	107.6	16.66	4.39	1.32
	5	1794	100.00	23	106.8	15.59	6.08	1.71
	7	1703	100.00	10	105.8	14.35	7.63	1.96
	9	1664	90.56	6	106.5	16.27	9.19	2.28
(5) PUNCTUATION	3	1628	100.00	23	107.6	16.66	4.53	1.46
	5	1794	100.00	23	106.8	15.59	6.01	1.68
	7	1703	100.00	10	105.8	14.35	7.47	2.01
	9	1664	90.56	6	106.5	16.27	9.07	2.26

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

HOWARD COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1628	100.00	23	107.6	16.66	4.29	1.42
	5	1794	100.00	23	106.8	15.59	6.12	1.73
	7	1703	100.00	10	105.8	14.35	7.58	2.03
	9	1664	90.56	6	106.5	16.27	9.08	2.24
(7) LANGUAGE TOTAL	3	1628	100.00	23	107.6	16.66	4.46	1.25
	5	1794	100.00	23	106.8	15.59	6.08	1.53
	7	1703	100.00	10	105.8	14.35	7.57	1.77
	9	1664	90.56	6	106.5	16.27	9.12	2.03
(8) MATHEMATICAL CONCEPTS	3	1628	100.00	23	107.6	16.66	4.04	1.01
	5	1794	100.00	23	106.8	15.59	6.15	1.48
	7	1703	100.00	10	105.8	14.35	7.75	1.67
	9	1664	90.56	6	106.5	16.27	9.28	1.97
(9) MATHEMATICAL PROBLEMS	3	1628	100.00	23	107.6	16.66	3.90	1.11
	5	1794	100.00	23	106.8	15.59	5.78	1.36
	7	1703	100.00	10	105.8	14.35	7.48	1.59
	9	1664	90.56	6	106.5	16.27	8.92	1.88
(10) MATHEMATICAL TOTAL	3	1628	100.00	23	107.6	16.66	3.97	1.01
	5	1794	100.00	23	106.8	15.59	5.96	1.34
	7	1703	100.00	10	105.8	14.35	7.62	1.54
	9	1664	90.56	6	106.5	16.27	9.10	1.82

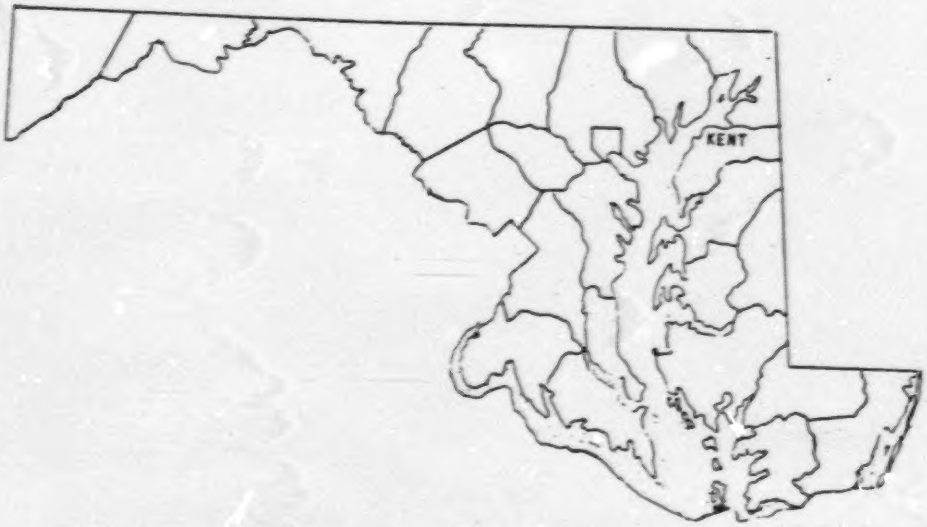
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

KENT COUNTY



BOARD OF EDUCATION (Appointed)

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Mrs. M. Margaret Dickerson, *Vice President*
R. Benson DuVall
Grover C. Freeman
Wallace D. Miller

Richard L. Holler, *Superintendent of Schools*

KENT COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
16,146	$7,636	30.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
3,815	$9,501	$15,955	9.3	18.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
14.2	18.5	93.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$973.33	$696.00	71.8	$21.24

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.2	$10.52	1.1

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

KENT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)+	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)++	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	259	92.28	5	96.5	16.64	4.00	1.12
	5	316	95.25	3	99.1	16.11	5.37	1.54
	7	312	96.47	3	95.2	15.99	7.73	1.74
	9	331	78.55	1	99.0	15.61	8.84	2.05
(2) READING COMPREHENSION	3	259	92.28	5	96.5	16.64	4.08	1.20
	5	316	95.25	3	99.1	16.11	5.26	1.34
	7	312	96.47	3	95.2	15.99	7.38	1.46
	9	331	78.55	1	99.0	15.61	8.39	1.76
(3) SPELLING	3	259	92.28	5	96.5	16.64	4.48	1.22
	5	316	95.25	3	99.1	16.11	5.80	1.62
	7	312	96.47	3	95.2	15.99	8.04	1.78
	9	331	78.55	1	99.0	15.61	8.96	2.06
(4) CAPITALIZATION	3	259	92.28	5	96.5	16.64	4.50	1.26
	5	316	95.25	3	99.1	16.11	6.12	1.62
	7	312	96.47	3	95.2	15.99	8.30	1.82
	9	331	78.55	1	99.0	15.61	8.58	2.26
(5) PUNCTUATION	3	259	92.28	5	96.5	16.64	4.80	1.33
	5	316	95.25	3	99.1	16.11	5.78	1.59
	7	312	96.47	3	95.2	15.99	7.92	1.75
	9	331	78.55	1	99.0	15.61	8.54	2.27

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

KENT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) +	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ++	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	259	92.28	5	96.5	16.64	4.04	1.36
	5	316	95.25	3	99.1	16.11	5.34	1.71
	7	312	96.47	3	95.2	15.99	7.88	1.85
	9	331	78.55	1	99.0	15.61	8.42	2.38
(7) LANGUAGE TOTAL	3	259	92.28	5	96.5	16.64	4.45	1.14
	5	316	95.25	3	99.1	16.11	5.76	1.41
	7	312	96.47	3	95.2	15.99	8.03	1.50
	9	331	78.55	1	99.0	15.61	8.62	1.92
(8) MATHEMATICAL CONCEPTS	3	259	92.28	5	96.5	16.64	3.85	.92
	5	316	95.25	3	99.1	16.11	5.45	1.33
	7	312	96.47	3	95.2	15.99	7.17	1.46
	9	331	78.55	1	99.0	15.61	8.50	1.80
(9) MATHEMATICAL PROBLEMS	3	259	92.28	5	96.5	16.64	3.73	.98
	5	316	95.25	3	99.1	16.11	5.26	1.26
	7	312	96.47	3	95.2	15.99	7.27	1.53
	9	331	78.55	1	99.0	15.61	8.58	1.86
(10) MATHEMATICAL TOTAL	3	259	92.28	5	96.5	16.64	3.79	.89
	5	316	95.25	3	99.1	16.11	5.36	1.21
	7	312	96.47	3	95.2	15.99	7.22	1.38
	9	331	78.55	1	99.0	15.61	8.55	1.71

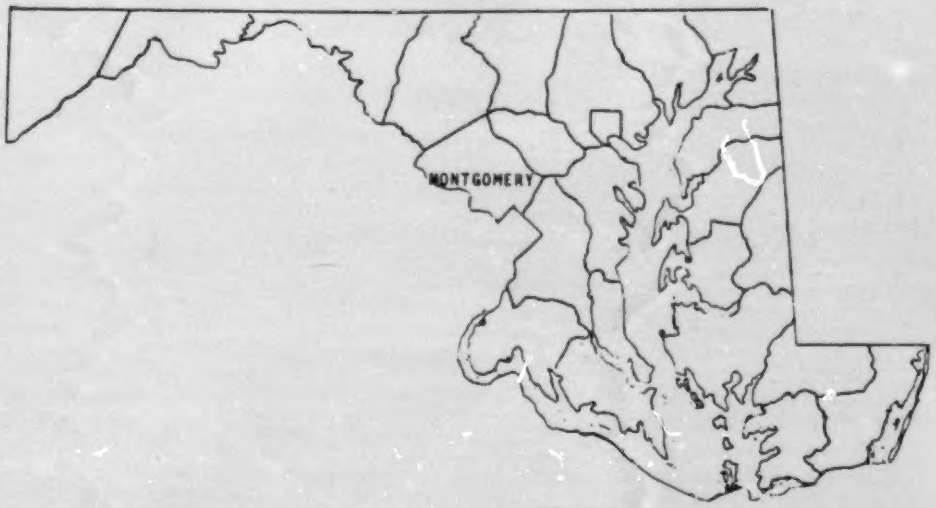
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

+ STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

++ GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

MONTGOMERY COUNTY



BOARD OF EDUCATION (Elected)

Mrs. Harriet T. Bernstein, *President*
Thomas S. Israel, *Vice President*
John S. Aird
Mrs. Marilyn Allen
Thomas B. Cook
James H. Daugherty
Rosemary Hilberg

Homer O. Elseroad, *Superintendent of Schools*
Donald J. Miedema, *Deputy Superintendent*

MONTGOMERY COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
522,809	$16,710	5.7

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
15.0	12.8

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
126,177	$13,389	$24,297	10.9	20.8

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
37.8	18.3	94.1

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,327.63	$978.12	73.9	$45.85

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
3.4	$18.91	1.4

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	8899	98.44	141	108.2	15.80	4.05	1.14
	5	9632	99.44	138	109.5	14.73	6.06	1.53
	7	10102	97.18	31	108.2	15.23	7.92	1.81
	9	10300	95.57	33	110.4	16.19	9.71	1.89
(2) READING COMPRE-HENSION	3	8899	98.52	141	108.2	15.80	4.09	1.30
	5	9632	99.50	138	109.5	14.73	5.99	1.53
	7	10102	97.29	31	108.2	15.23	7.84	1.72
	9	10300	95.69	33	110.4	16.19	9.52	1.83
(3) SPELLING	3	8899	98.58	141	108.2	15.80	4.46	1.36
	5	9632	99.28	138	109.5	14.73	6.08	1.73
	7	10102	96.38	31	108.2	15.23	7.77	2.09
	9	10300	94.89	33	110.4	16.19	9.28	2.22
(4) CAPITAL-IZATION	3	8899	98.47	141	108.2	15.80	4.36	1.29
	5	9632	99.30	138	109.5	14.73	6.14	1.70
	7	10102	96.46	31	108.2	15.23	7.96	2.05
	9	10300	95.10	33	110.4	16.19	9.65	2.22
(5) PUNCTUATION	3	8899	98.49	141	108.2	15.80	4.48	1.43
	5	9632	99.28	138	109.5	14.73	6.10	1.66
	7	10102	96.48	31	108.2	15.23	7.78	2.07
	9	10300	95.26	33	110.4	16.19	9.41	2.22

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

MONTGOMERY COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	8899	98.18	141	108.2	15.80	4.23	1.39
	5	9632	99.26	138	109.5	14.73	6.21	1.71
	7	10102	96.46	31	108.2	15.23	7.93	2.06
	9	10300	95.19	33	110.4	16.19	9.50	2.19
(7) LANGUAGE TOTAL	3	8899	98.09	141	108.2	15.80	4.40	1.21
	5	9632	99.13	138	109.5	14.73	6.15	1.52
	7	10102	96.26	31	108.2	15.23	7.87	1.84
	9	10300	94.75	33	110.4	16.19	9.47	2.00
(8) MATHEMATICAL CONCEPTS	3	8899	98.82	141	108.2	15.80	4.03	1.00
	5	9632	99.52	138	109.5	14.73	6.27	1.49
	7	10102	96.32	31	108.2	15.23	8.19	1.74
	9	10300	94.96	33	110.4	16.19	9.84	1.88
(9) MATHEMATICAL PROBLEMS	3	8899	98.73	141	108.2	15.80	3.99	1.07
	5	9632	99.52	138	109.5	14.73	5.97	1.37
	7	10102	96.39	31	108.2	15.23	7.81	1.66
	9	10300	95.06	33	110.4	16.19	9.35	1.86
(10) MATHEMATICAL TOTAL	3	8899	98.67	141	108.2	15.80	4.04	.98
	5	9632	99.50	138	109.5	14.73	6.15	1.36
	7	10102	96.25	31	108.2	15.23	8.02	1.61
	9	10300	94.86	33	110.4	16.19	9.62	1.77

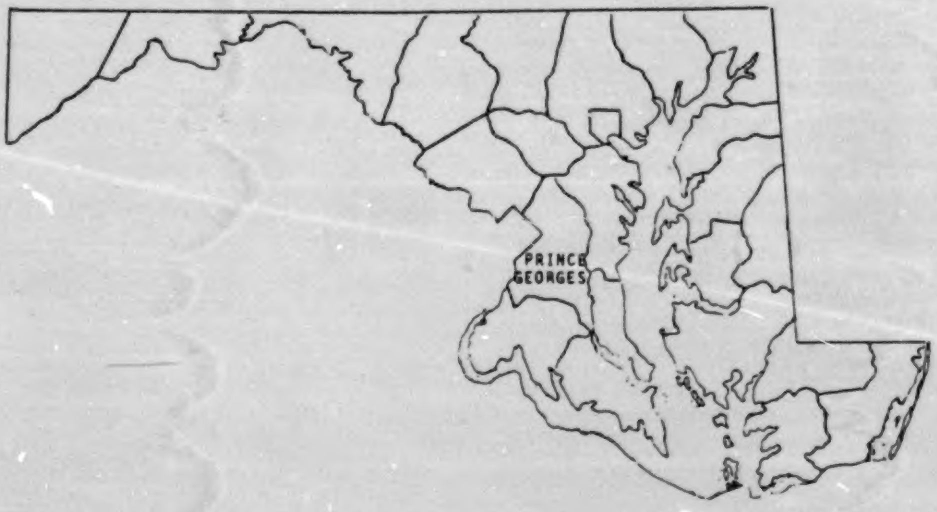
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

PRINCE GEORGE'S COUNTY



BOARD OF EDUCATION (Appointed)

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Mrs. Kathleen M. Barker
Mr. Nicholas R. Eny
Mr. A. James Golato
Mrs. Lesley Kreimer
Mrs. Sue V. Mills
Mr. Norman H. Saunders
Mrs. Maureen K. Steinecke

Carl W. Hassel, *Superintendent of Schools*

PRINCE GEORGE'S COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
660,564	$12,450	11.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.6	12.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER,1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
154,496	$11,823	$22,138	9.1	19.7

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
24.1	19.8	92.4

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$1,000.08	$757.72	75.8	$25.08

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.5	$6.30	0.6

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	12165	94.48	159	98.7	16.15	3.51	1.16
	5	12949	95.45	159	99.1	16.67	5.21	1.58
	7	13205	91.31	41	103.4	17.33	6.87	1.96
	9	12343	87.09	41	101.2	17.29	8.51	2.08
(2) READING COMPREHENSION	3	12165	95.17	159	98.7	16.15	3.55	1.27
	5	12949	95.64	159	99.1	16.67	5.34	1.56
	7	13205	91.48	41	103.4	17.33	6.94	1.90
	9	12343	90.42	41	101.2	17.29	8.14	2.16
(3) SPELLING	3	12165	94.29	159	98.7	16.15	4.02	1.44
	5	12949	95.42	159	99.1	16.67	5.41	1.78
	7	13205	91.14	41	103.4	17.33	6.88	2.16
	9	12343	87.01	41	101.2	17.29	8.39	2.37
(4) CAPITALIZATION	3	12165	94.33	159	98.7	16.15	3.67	1.31
	5	12949	95.46	159	99.1	16.67	5.11	1.64
	7	13205	90.61	41	103.4	17.33	6.80	2.08
	9	12343	86.28	41	101.2	17.29	8.34	2.37
(5) PUNCTUATION	3	12165	93.88	159	98.7	16.15	3.77	1.42
	5	12949	95.34	159	99.1	16.67	5.19	1.64
	7	13205	90.12	41	103.4	17.33	6.67	2.08
	9	12343	85.64	41	101.2	17.29	8.15	2.36

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	12165	94.50	159	98.7	16.15	3.85	1.34
	5	12949	95.41	159	99.1	16.67	5.55	1.66
	7	13205	90.31	41	103.4	17.33	7.26	2.02
	9	12343	86.31	41	101.2	17.29	8.53	2.27
(7) LANGUAGE TOTAL	3	12165	91.90	159	98.7	16.15	3.86	1.20
	5	12949	94.07	159	99.1	16.67	5.34	1.46
	7	13205	85.01	41	103.4	17.33	6.97	1.82
	9	12343	77.30	41	101.2	17.29	8.46	2.03
(8) MATHEMATICAL CONCEPTS	3	12165	94.80	159	98.7	16.15	3.60	1.01
	5	12949	95.41	159	99.1	16.67	5.53	1.45
	7	13205	92.76	41	103.4	17.33	7.31	1.80
	9	12343	88.90	41	101.2	17.29	8.81	1.99
(9) MATHEMATICAL PROBLEMS	3	12165	94.48	159	98.7	16.15	3.56	1.07
	5	12949	95.34	159	99.1	16.67	5.32	1.34
	7	13205	92.06	41	103.4	17.33	7.20	1.75
	9	12343	87.45	41	101.2	17.29	8.43	2.00
(10) MATHEMATICAL TOTAL	3	12165	94.01	159	98.7	16.15	3.61	.98
	5	12949	95.06	159	99.1	16.67	5.45	1.30
	7	13205	89.59	41	103.4	17.33	7.30	1.67
	9	12343	84.81	41	101.2	17.29	8.68	1.90

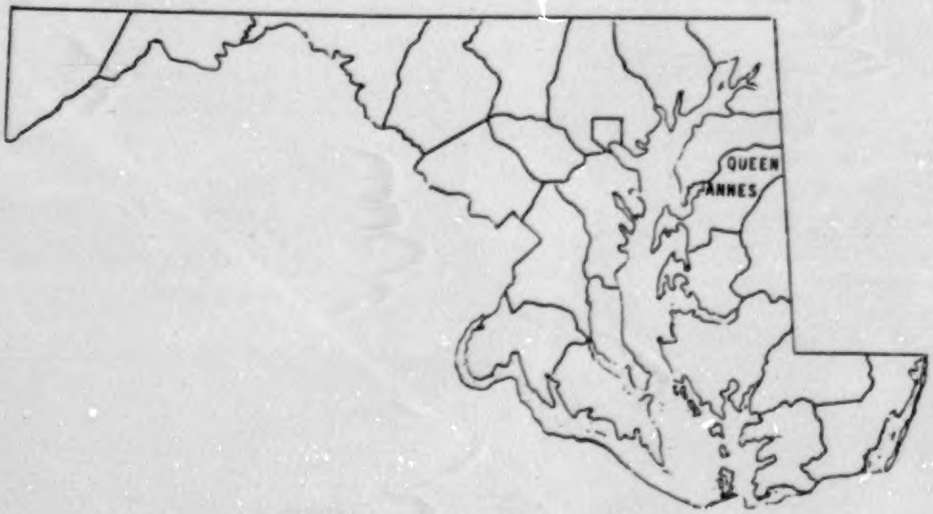
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

QUEEN ANNE'S COUNTY



BOARD OF EDUCATION (Appointed)

Warren C. Butler, Jr., *President*
Mrs. Elizabeth C. Draper, *Vice President*
William M. D. Roe
Charles A. Schelts
Mrs. E. Willis Seward

John H. Webb, *Superintendent of Schools*

QUEEN ANNE'S COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
18,422	$8,210	29.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.5	10.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,651	$9,451	$16,824	8.6	19.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
16.8	18.9	93.4

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$910.62	$647.91	71.2	$15.32

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.7	$4.80	0.5

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	355	95.77	5	98.0	14.28	3.31	1.04
	5	385	96.10	5	99.1	15.39	4.88	1.50
	7	350	97.71	3	99.3	15.34	6.54	1.71
	9	370	89.46	1	97.1	16.14	8.18	2.07
(2) READING COMPRE-HENSION	3	355	95.77	5	98.0	14.28	3.33	1.12
	5	385	96.10	5	99.1	15.39	5.18	1.44
	7	350	97.71	3	99.3	15.34	6.78	1.57
	9	370	89.46	1	97.1	16.14	8.32	1.92
(3) SPELLING	3	355	95.77	5	98.0	14.28	3.95	1.33
	5	385	96.10	5	99.1	15.39	5.32	1.62
	7	350	97.71	3	99.3	15.34	6.95	1.96
	9	370	89.46	1	97.1	16.14	8.35	2.37
(4) CAPITAL-IZATION	3	355	95.77	5	98.0	14.28	3.84	1.27
	5	385	96.10	5	99.1	15.39	5.51	1.51
	7	350	97.71	3	99.3	15.34	7.15	1.99
	9	370	89.46	1	97.1	16.14	8.36	2.39
(5) PUNCTUATION	3	355	95.77	5	98.0	14.28	4.02	1.36
	5	385	96.10	5	99.1	15.39	5.42	1.53
	7	350	97.71	3	99.3	15.34	6.93	1.94
	9	370	89.46	1	97.1	16.14	8.29	2.40

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100, NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	355	95.77	5	98.0	14.28	3.5[illegible]	1.30
	5	385	96.10	5	99.1	15.39	5.15	1.69
	7	350	97.71	3	99.3	15.34	6.83	1.86
	9	370	89.46	1	97.1	16.14	8.05	2.35
(7) LANGUAGE TOTAL	3	355	95.77	5	98.0	14.28	3.80	1.15
	5	385	96.10	5	99.1	15.39	5.35	1.37
	7	350	97.71	3	99.3	15.34	6.97	1.68
	9	370	89.46	1	97.1	16.14	8.26	2.10
(8) MATHEMATICAL CONCEPTS	3	355	95.77	5	98.0	14.28	3.46	.91
	5	385	96.10	5	99.1	15.39	5.32	1.28
	7	350	97.71	3	99.3	15.34	7.04	1.55
	9	370	89.46	1	97.1	16.14	8.17	1.94
(9) MATHEMATICAL PROBLEMS	3	355	95.77	5	98.0	14.28	3.37	1.03
	5	385	96.10	5	99.1	15.39	5.10	1.26
	7	350	97.71	3	99.3	15.34	6.64	1.58
	9	370	89.46	1	97.1	16.14	8.13	1.95
(10) MATHEMATICAL TOTAL	3	355	95.77	5	98.0	14.28	3.42	.92
	5	385	96.10	5	99.1	15.39	5.21	1.18
	7	350	97.71	3	99.3	15.34	6.84	1.45
	9	370	89.46	1	97.1	16.14	8.15	1.83

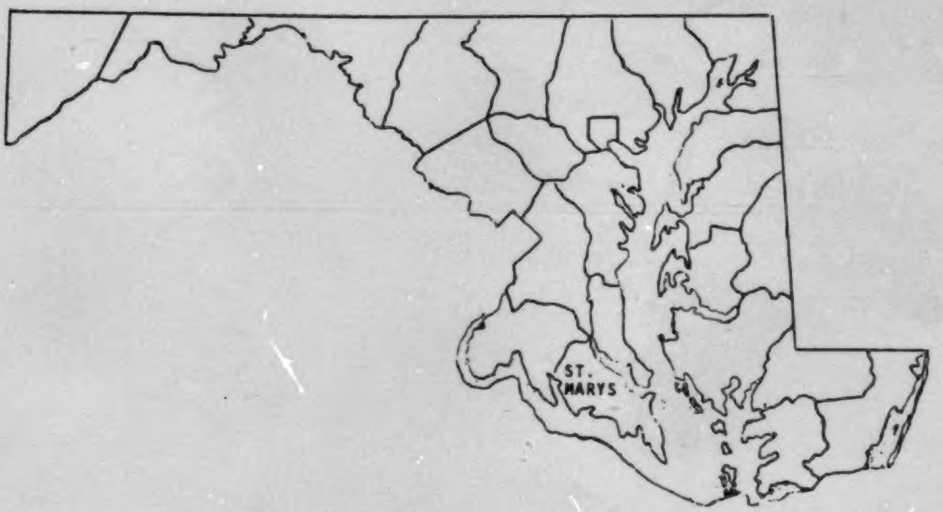
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

ST. MARY'S COUNTY



BOARD OF EDUCATION (Appointed)

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Clarence J. M. Davis
Larry Millison

Robert E. King, Jr., *Superintendent of Schools*

ST. MARY'S COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
47,388	$8,267	28.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
12,027	$9,404	$15,370	8.1	18.2

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
15.7	20.6	94.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$829.96	$576.98	69.6	$23.86

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.9	$10.09	1.2

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ST. MARY'S COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	962	99.48	15	98.7	16.68	3.29	1.10
	5	979	98.26	15	100.3	16.43	5.14	1.59
	7	953	93.91	4	100.9	16.37	6.47	1.99
	9	973	85.30	2	98.6	15.96	7.82	2.11
(2) READING COMPRE-HENSION	3	962	99.79	15	98.7	16.68	3.38	1.25
	5	979	98.37	15	100.3	16.43	5.26	1.53
	7	953	96.22	4	100.9	16.37	6.75	1.76
	9	973	86.54	2	98.6	15.96	8.01	1.98
(3) SPELLING	3	962	100.00	15	98.7	16.68	3.76	1.34
	5	979	98.16	15	100.3	16.43	5.43	1.74
	7	953	94.44	4	100.9	16.37	6.62	2.06
	9	973	84.17	2	98.6	15.96	7.86	2.42
(4) CAPITAL-IZATION	3	962	100.00	15	98.7	16.68	3.68	1.27
	5	979	98.16	15	100.3	16.43	5.35	1.56
	7	953	94.65	4	100.9	16.37	6.55	1.99
	9	973	83.97	2	98.6	15.96	7.83	2.34
(5) PUNCTUATION	3	962	100.00	15	98.7	16.68	3.78	1.41
	5	979	98.06	15	100.3	15.43	5.38	1.58
	7	953	94.54	4	100.9	16.37	6.54	2.01
	9	973	84.07	2	98.6	15.96	7.68	2.29

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	962	100.00	15	98.7	16.68	3.64	1.33
	5	979	98.26	15	100.3	16.43	5.27	1.72
	7	953	95.38	4	100.9	16.37	6.69	1.97
	9	973	85.20	2	98.6	15.96	7.75	2.28
(7) LANGUAGE TOTAL	3	962	100.00	15	98.7	16.68	3.73	1.18
	5	979	98.47	15	100.3	16.43	5.37	1.45
	7	953	95.80	4	100.9	16.37	6.61	1.74
	9	973	86.74	2	98.6	15.96	7.77	2.07
(8) MATHEMATICAL CONCEPTS	3	962	100.00	15	98.7	16.68	3.43	.99
	5	979	97.75	15	100.3	16.43	5.58	1.37
	7	953	93.18	4	100.9	16.37	7.10	1.65
	9	973	83.97	2	98.6	15.96	8.31	1.90
(9) MATHEMATICAL PROBLEMS	3	962	100.00	15	98.7	16.68	3.44	1.07
	5	979	97.85	15	100.3	16.43	5.32	1.37
	7	953	93.07	4	100.9	16.37	6.76	1.72
	9	973	83.97	2	98.6	15.96	7.98	1.89
(10) MATHEMATICAL TOTAL	3	962	100.00	15	98.7	16.68	3.46	.96
	5	979	97.85	15	100.3	16.43	5.47	1.27
	7	953	93.18	4	100.9	16.37	6.98	1.57
	9	973	84.07	2	98.6	15.96	8.15	1.80

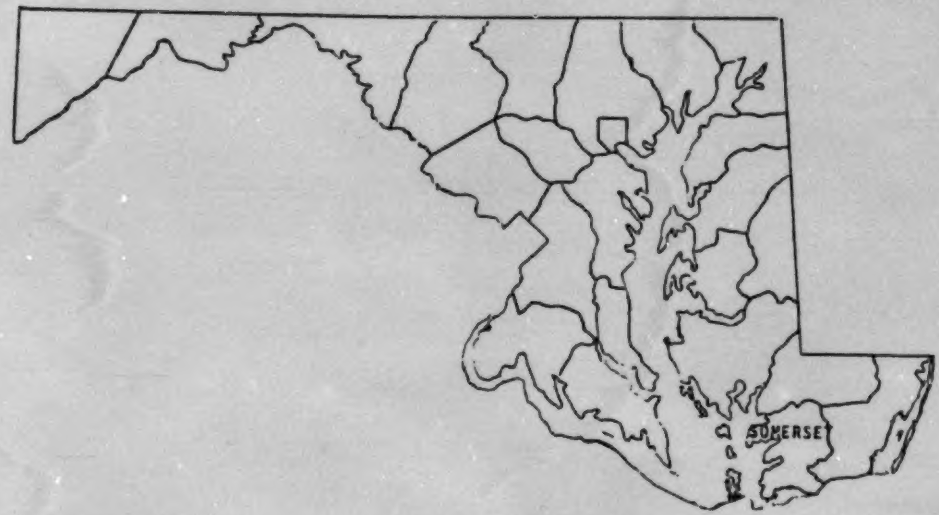
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

SOMERSET COUNTY



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Jack B. Kussmaul, *Superintendent of Schools*

SOMERSET COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
18,924	$5,890	45.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.0	9.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,421	$8,777	$12,058	9.8	21.0

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
11.7	20.2	94.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$818.52	$581.86	71.2	$22.34

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.7	$6.19	0.8

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	350	98.00	9	92.7	15.65	3.17	1.03
	5	359	100.00	9	91.6	16.00	4.81	1.42
	7	419	94.51	5	90.2	16.28	6.18	1.79
	9	367	81.47	3	93.4	14.28	7.72	1.98
(2) READING COMPREHENSION	3	350	98.00	9	92.7	15.65	3.33	1.12
	5	359	100.00	9	91.6	16.00	4.98	1.35
	7	419	94.51	5	90.2	16.28	6.31	1.61
	9	367	81.47	3	93.4	14.28	7.78	1.72
(3) SPELLING	3	350	98.00	9	92.7	15.65	3.89	1.37
	5	359	100.00	9	91.6	16.00	5.65	1.67
	7	419	94.51	5	90.2	16.28	6.71	2.09
	9	367	81.47	3	93.4	14.28	8.24	2.23
(4) CAPITALIZATION	3	350	98.00	9	92.7	15.65	3.60	1.31
	5	359	100.00	9	91.6	16.00	4.88	1.51
	7	419	94.51	5	90.2	16.28	6.48	2.02
	9	367	81.47	3	93.4	14.28	8.33	2.10
(5) PUNCTUATION	3	350	98.00	9	92.7	15.65	3.79	1.35
	5	359	100.00	9	91.6	16.00	5.17	1.50
	7	419	94.51	5	90.2	16.28	5.97	1.84
	9	367	81.47	3	93.4	14.28	7.88	2.13

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

SOMERSET COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	350	98.00	9	92.7	15.65	3.47	1.25
	5	359	100.00	9	91.6	16.00	4.94	1.49
	7	419	94.51	5	90.2	16.28	6.18	1.89
	9	367	81.47	3	93.4	14.28	7.79	1.99
(7) LANGUAGE TOTAL	3	350	98.00	9	92.7	15.65	3.69	1.13
	5	359	100.00	9	91.6	16.00	5.16	1.32
	7	419	94.51	5	90.2	16.28	6.34	1.70
	9	367	81.47	3	93.4	14.28	8.06	1.80
(8) MATHEMATICAL CONCEPTS	3	350	98.00	9	92.7	15.65	3.21	.92
	5	359	100.00	9	91.6	16.00	4.98	1.15
	7	419	94.51	5	90.2	16.28	6.49	1.39
	9	367	81.47	3	93.4	14.28	7.76	1.66
(9) MATHEMATICAL PROBLEMS	3	350	98.00	9	92.7	15.65	3.34	1.06
	5	359	100.00	9	91.6	16.00	4.97	1.25
	7	419	94.51	5	90.2	16.28	6.41	1.50
	9	367	81.47	3	93.4	14.28	7.85	1.75
(10) MATHEMATICAL TOTAL	3	350	98.00	9	92.7	15.65	3.28	.94
	5	359	100.00	9	91.6	16.00	4.98	1.11
	7	419	94.51	5	90.2	16.28	6.45	1.32
	9	367	81.47	3	93.4	14.28	7.80	1.56

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

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TALBOT COUNTY

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William H. Fauntleroy
Margie Slaughter
Jeremiah Valiant
Robert M. Valiant
Vacancy

Norman J. Moore, *Superintendent of Schools*

TALBOT COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
23,682	$8,073	29.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.5	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,950	$9,745	$15,754	8.5	21.8

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
17.1	16.6	94.3

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$979.57	$727.26	74.3	24.38

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.5	$9.33	0.9

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	353	100.00	5	100.4	16.54	3.59	1.10
	5	381	100.00	5	100.4	16.37	5.19	1.60
	7	409	96.58	2	101.2	15.16	6.69	1.78
	9	446	82.74	2	102.5	15.13	8.50	2.03
(2) READING COMPRE- HENSION	3	353	100.00	5	100.4	16.54	3.66	1.19
	5	381	100.00	5	100.4	16.37	5.24	1.59
	7	409	96.58	2	101.2	15.16	6.99	1.71
	9	446	82.74	2	102.5	15.13	8.71	1.78
(3) SPELLING	3	353	100.00	5	100.4	16.54	4.41	1.33
	5	381	100.00	5	100.4	16.37	5.66	1.73
	7	409	96.58	2	101.2	15.16	7.07	1.76
	9	446	82.74	2	102.5	15.13	8.64	2.13
(4) CAPITAL- IZATION	3	353	100.00	5	100.4	16.54	4.20	1.25
	5	381	100.00	5	100.4	16.37	5.68	1.63
	7	409	96.58	2	101.2	15.16	6.96	1.89
	9	446	82.74	2	102.5	15.13	8.76	2.12
(5) PUNCTUATION	3	353	100.00	5	100.4	16.54	4.21	1.40
	5	381	100.00	5	100.4	16.37	5.41	1.68
	7	409	96.58	2	101.2	15.16	6.76	1.94
	9	446	82.74	2	102.5	15.13	8.63	2.06

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

TALBOT COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	353	100.00	5	100.4	16.54	3.90	1.36
	5	381	100.00	5	100.4	16.37	5.34	1.74
	7	409	96.58	2	101.2	15.16	6.90	2.02
	9	446	82.74	2	102.5	15.13	8.39	2.28
(7) LANGUAGE TOTAL	3	353	100.00	5	100.4	16.54	4.18	1.16
	5	381	100.00	5	100.4	16.37	5.52	1.50
	7	409	96.58	2	101.2	15.16	6.92	1.73
	9	446	82.74	2	102.5	15.13	8.61	1.89
(8) MATHEMATICAL CONCEPTS	3	353	100.00	5	100.4	16.54	3.77	.94
	5	381	100.00	5	100.4	16.37	5.30	1.42
	7	409	96.58	2	101.2	15.16	7.03	1.53
	9	446	82.74	2	102.5	15.13	8.34	1.84
(9) MATHEMATICAL PROBLEMS	3	353	100.00	5	100.4	16.54	3.63	1.04
	5	381	100.00	5	100.4	16.37	5.23	1.36
	7	409	96.58	2	101.2	15.16	6.76	1.68
	9	446	82.74	2	102.5	15.13	8.68	1.78
(10) MATHEMATICAL TOTAL	3	353	100.00	5	100.4	16.54	3.70	.94
	5	381	100.00	5	100.4	16.37	5.27	1.30
	7	409	96.58	2	101.2	15.16	6.90	1.49
	9	446	82.74	2	102.5	15.13	8.51	1.69

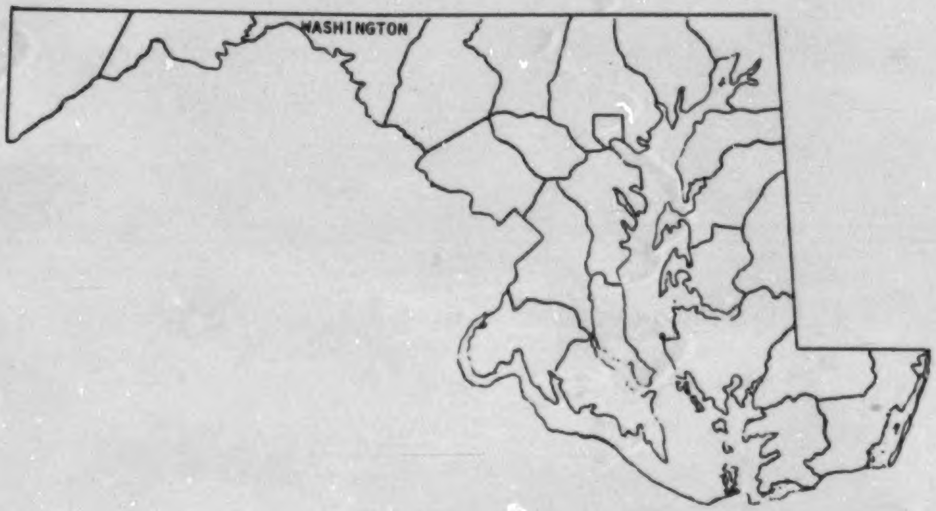
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

WASHINGTON COUNTY



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Mrs. Nancy C. Boyer
Mr. Roland G. Hebb
Mr. Kenneth Mackley

Claud E. Kitchens, *Superintendent of Schools*

WASHINGTON COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
103,829	$8,778	27.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.4	11.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
23,847	$10,597	$15,663	11.8	21.6

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
27.3	20.2	95.3

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$ 892.08	$ 670.09	75.2	$14.79

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.7	$ 7.83	0.9

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1725	98.32	27	100.1	15.72	3.38	1.09
	5	1928	100.00	26	103.1	15.85	4.97	1.58
	7	1959	97.09	9	103.4	16.31	6.74	1.92
	9	1903	90.86	7	103.9	16.85	8.22	2.16
(2) READING COMPRE-HENSION	3	1725	98.32	27	100.1	15.72	3.54	1.21
	5	1928	100.00	26	103.1	15.85	5.32	1.50
	7	1959	97.09	9	103.4	16.31	6.94	1.73
	9	1903	90.86	7	103.9	16.85	8.31	2.01
(3) SPELLING	3	1725	98.32	27	100.1	15.72	3.90	1.34
	5	1928	100.00	26	103.1	15.85	5.32	1.73
	7	1959	97.09	9	103.4	16.31	6.80	2.10
	9	1903	90.86	7	103.9	16.85	7.96	2.40
(4) CAPITAL-IZATION	3	1725	98.32	27	100.1	15.72	3.84	1.30
	5	1928	100.00	26	103.1	15.85	5.47	1.62
	7	1959	97.09	9	103.4	16.31	6.98	2.08
	9	1903	90.86	7	103.9	16.85	8.12	2.39
(5) PUNCTUATION	3	1725	98.32	27	100.1	15.72	4.06	1.41
	5	1928	100.00	26	103.1	15.85	5.51	1.61
	7	1959	97.09	9	103.4	16.31	6.74	2.08
	9	1903	90.86	7	103.9	16.85	7.85	2.32

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* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

WASHINGTON COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1725	98.32	27	100.1	15.72	3.60	1.31
	5	1928	100.00	26	103.1	15.85	5.08	1.73
	7	1959	97.09	9	103.4	16.31	6.71	2.09
	9	1903	90.86	7	103.9	16.85	7.83	2.32
(7) LANGUAGE TOTAL	3	1725	98.32	27	100.1	15.72	3.85	1.18
	5	1928	100.00	26	103.1	15.85	5.35	1.48
	7	1959	97.09	9	103.4	16.31	6.81	1.85
	9	1903	90.86	7	103.9	16.85	7.95	2.09
(8) MATHEMATICAL CONCEPTS	3	1725	98.32	27	100.1	15.72	3.68	1.01
	5	1928	100.00	26	103.1	15.85	5.87	1.51
	7	1959	97.09	9	103.4	16.31	7.51	1.79
	9	1903	90.86	7	103.9	16.85	8.85	2.06
(9) MATHEMATICAL PROBLEMS	3	1725	98.32	27	100.1	15.72	3.62	1.11
	5	1928	100.00	26	103.1	15.85	5.47	1.36
	7	1959	97.09	9	103.4	16.31	7.17	1.65
	9	1903	90.86	7	103.9	16.85	8.29	1.96
(10) MATHEMATICAL TOTAL	3	1725	98.32	27	100.1	15.72	3.66	1.01
	5	1928	100.00	26	103.1	15.85	5.67	1.36
	7	1959	97.09	9	103.4	16.31	7.34	1.62
	9	1903	90.86	7	103.9	16.85	8.64	1.91

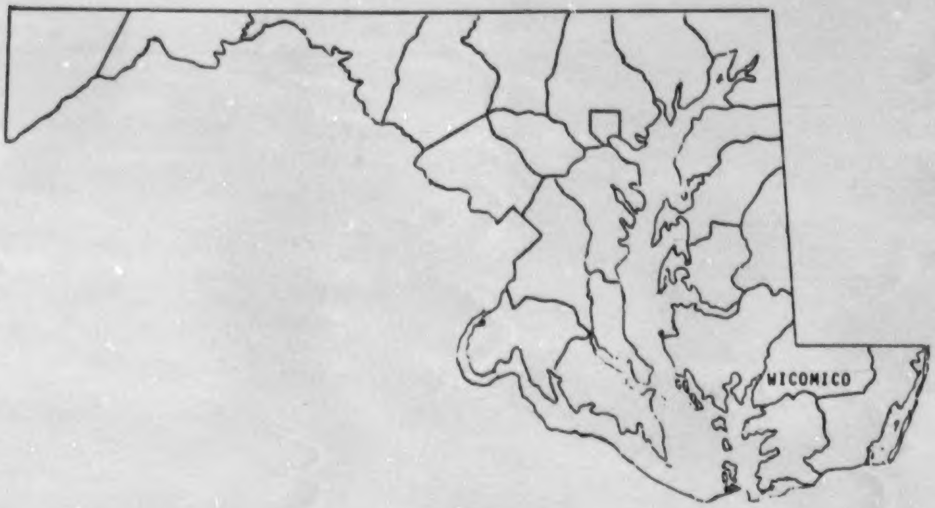
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

WICOMICO COUNTY



BOARD OF EDUCATION (Appointed)

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Royd A. Mahaffey, *Superintendent of Schools*

WICOMICO COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
54,236	$8,788	29.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
14,224	$9,822	$15,245	10.6	19.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
14.6	19.7	95.0

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$845.18	$ 637.48	75.6	$15.19

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.8	$ 3.99	0.5

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1103	98.55	15	99.8	15.01	3.44	1.08
	5	1187	98.23	15	101.3	15.01	5.14	1.52
	7	1178	82.51	4	98.2	14.96	6.76	1.86
	9	1012	82.31	4	103.2	15.00	8.73	1.93
(2) READING COMPRE-HENSION	3	1103	98.55	15	99.8	15.01	3.56	1.21
	5	1187	98.23	15	101.3	15.01	5.28	1.45
	7	1178	82.51	4	98.2	14.96	6.86	1.68
	9	1012	82.31	4	103.2	15.00	8.66	1.82
(3) SPELLING	3	1103	98.55	15	99.8	15.01	4.23	1.30
	5	1187	98.23	15	101.3	15.01	5.67	1.71
	7	1178	82.51	4	98.2	14.96	7.09	1.98
	9	1012	82.31	4	103.2	15.00	8.98	2.16
(4) CAPITAL-IZATION	3	1103	98.55	15	99.8	15.01	3.80	1.28
	5	1187	98.23	15	101.3	15.01	5.32	1.63
	7	1178	82.51	4	98.2	14.96	6.62	1.96
	9	1012	82.31	4	103.2	15.00	8.69	2.12
(5) PUNCTUATION	3	1103	98.55	15	99.8	15.01	3.88	1.37
	5	1187	98.23	15	101.3	15.01	5.44	1.58
	7	1178	82.51	4	98.2	14.96	6.54	1.92
	9	1012	82.31	4	103.2	15.00	8.41	2.24

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

WICOMICO COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1103	98.55	15	99.8	15.01	3.63	1.36
	5	1187	98.23	15	101.3	15.01	5.27	1.66
	7	1178	82.51	4	98.2	14.96	6.84	2.01
	9	1012	82.31	4	103.2	15.00	8.71	2.23
(7) LANGUAGE TOTAL	3	1103	98.55	15	99.8	15.01	3.88	1.16
	5	1187	98.23	15	101.3	15.01	5.42	1.45
	7	1178	82.51	4	98.2	14.96	6.77	1.70
	9	1012	82.31	4	103.2	15.00	8.70	1.92
(8) MATHEMATICAL CONCEPTS	3	1103	98.55	15	99.8	15.01	3.55	.95
	5	1187	98.23	15	101.3	15.01	5.51	1.38
	7	1178	82.51	4	98.2	14.96	7.14	1.67
	9	1012	82.31	4	103.2	15.00	9.17	1.83
(9) MATHEMATICAL PROBLEMS	3	1103	98.55	15	99.8	15.01	3.38	1.03
	5	1187	98.23	15	101.3	15.01	5.22	1.29
	7	1178	82.51	4	98.2	14.96	6.75	1.69
	9	1012	82.31	4	103.2	15.00	8.59	1.84
(10) MATHEMATICAL TOTAL	3	1103	98.55	15	99.8	15.01	3.47	.93
	5	1187	98.23	15	101.3	15.01	5.37	1.25
	7	1178	82.51	4	98.2	14.96	6.94	1.58
	9	1012	82.31	4	103.2	15.00	8.88	1.73

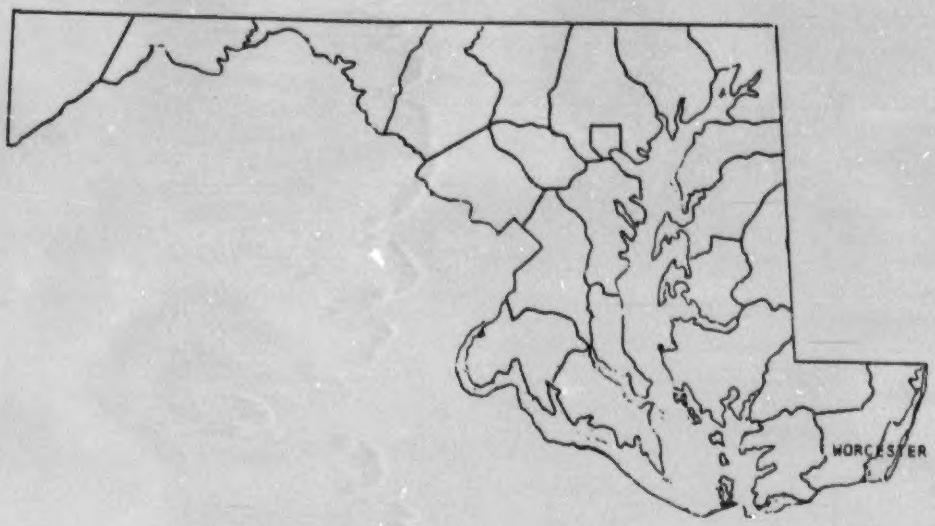
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

WORCESTER COUNTY



BOARD OF EDUCATION (Appointed)

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W. Leonard Brown, *Vice President*
Marion L. Butler
Ralph L. Chapman
Elbridge W. Cropper

Robert W. Gaddis, *Superintendent of Schools*

WORCESTER COUNTY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
24,442	$7,386	38.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.7	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,612	$9,806	$17,602	9.1	19.7

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
11.4	17.4	95.2

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$ 952.34	$ 705.25	$74.1	$17.02

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
1.8	$ 3.07	0.3

*SEE APPENDIX A FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	511	96.48	6	95.9	15.74	3.22	1.12
	5	562	93.24	4	98.8	16.22	4.85	1.49
	7	558	91.76	3	96.4	15.86	6.14	1.76
	9	594	85.52	3	97.3	15.94	7.68	2.23
(2) READING COMPREHENSION	3	511	96.48	6	95.9	15.74	3.34	1.20
	5	562	93.24	4	98.8	16.22	5.02	1.47
	7	558	91.76	3	96.4	15.86	6.43	1.61
	9	594	85.52	3	97.3	15.94	7.85	2.00
(3) SPELLING	3	511	96.48	6	95.9	15.74	4.06	1.35
	5	562	93.24	4	98.8	16.22	5.24	1.77
	7	558	91.76	3	96.4	15.86	6.52	2.02
	9	594	85.52	3	97.3	15.94	8.12	2.35
(4) CAPITALIZATION	3	511	96.48	6	95.9	15.74	3.98	1.29
	5	562	93.24	4	98.8	16.22	5.47	1.58
	7	558	91.76	3	96.4	15.86	6.51	2.00
	9	594	85.52	3	97.3	15.94	8.04	2.27
(5) PUNCTUATION	3	511	96.48	6	95.9	15.74	4.09	1.44
	5	562	93.24	4	98.8	16.22	5.31	1.58
	7	558	91.76	3	96.4	15.86	6.42	1.93
	9	594	85.52	3	97.3	15.94	7.81	1.15

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

WORCESTER COUNTY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	511	96.48	6	95.9	15.74	3.46	1.31
	5	562	93.24	4	98.8	16.22	4.87	1.64
	7	558	91.76	3	96.4	15.86	6.36	1.99
	9	594	85.52	3	97.3	15.94	7.67	2.25
(7) LANGUAGE TOTAL	3	511	96.48	6	95.9	15.74	3.90	1.19
	5	562	93.24	4	98.8	16.22	5.23	1.44
	7	558	91.76	3	96.4	15.86	6.44	1.72
	9	594	85.52	3	97.3	15.94	7.91	2.00
(8) MATHEMATICAL CONCEPTS	3	511	96.48	6	95.9	15.74	3.46	1.01
	5	562	93.24	4	98.8	16.22	5.14	1.30
	7	558	91.76	3	96.4	15.86	6.42	1.57
	9	594	85.52	3	97.3	15.94	7.93	1.95
(9) MATHEMATICAL PROBLEMS	3	511	96.48	6	95.9	15.74	3.43	1.05
	5	562	93.24	4	98.8	16.22	5.19	1.29
	7	558	91.76	3	96.4	15.86	6.56	1.63
	9	594	85.52	3	97.3	15.94	7.90	2.00
(10) MATHEMATICAL TOTAL	3	511	96.48	6	95.9	15.74	3.44	.98
	5	562	93.24	4	98.8	16.22	5.16	1.20
	7	558	91.76	3	96.4	15.86	6.48	1.47
	9	594	85.52	3	97.3	15.94	7.92	1.84

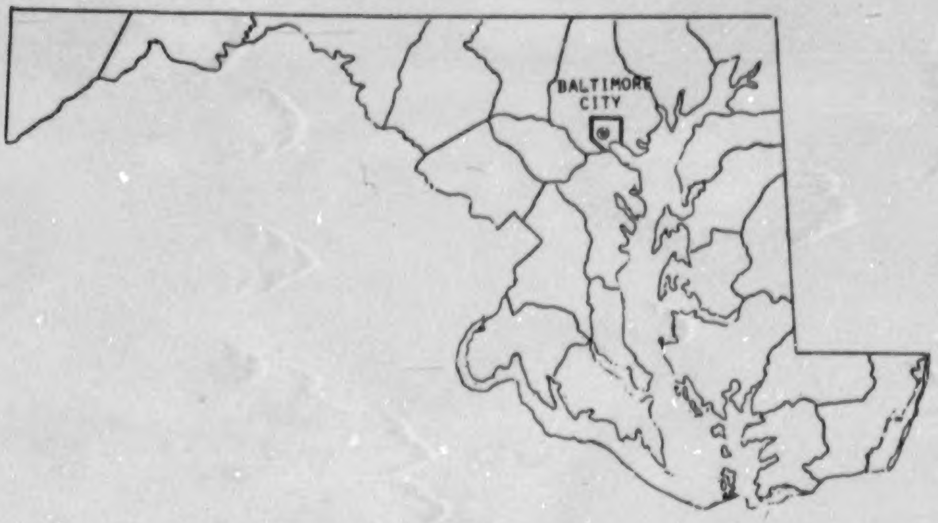
* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

BALTIMORE CITY



BOARD OF SCHOOL COMMISSIONERS (Appointed)

John Walton, *President*
James M. Griffin, *Vice President*
Mrs. M. Richmond Farring
Larry Gibson
Oscar L. Helm
Mrs. Sheila Sachs
Robert W. Schaefer
W. Eugene Scott
Mrs. Beryl Warner Williams
Miguel Aponte
Curtis Boothe

Roland N. Patterson, *Superintendent of Public Instruction*
Paul L. Vance, *Deputy Superintendent of Executive Matters*
Vernon S. Vavrina, *Deputy Superintendent of Bureau of Education*
N. Neubert Jaffa, *Deputy Superintendent of Bureau of Management Services*
John L. Crew, *Deputy Superintendent, Center for Planning, Research, and Evaluation*

BALTIMORE CITY

TABLE 1. COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
905,757	$8,815	38.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.9	10.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1973)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE ADMINISTRATOR SALARY	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
182,733	$10,784	$18,839	10.6	26.9

(11) PERCENT STAFF MASTERS DEGREES OR ABOVE	(12) SCHOOL LEVEL PUPIL/STAFF RATIO	(13) PERCENT AVG. DAILY ATTENDANCE
22.0	21.1	87.2

C. FINANCIAL CHARACTERISTICS (FOR 1972-1973 SCHOOL YEAR)

(14) TOTAL PER PUPIL COST	(15) PER PUPIL INSTRUCTIONAL COSTS	(16) PERCENT EXPENSES ALLOTTED TO INSTRUCTION	(17) PER PUPIL ADMINISTRATIVE (CENTRAL OFFICE) COSTS
$ 890.17	$655.05	73.9	$26.54

(18) PERCENT EXPENSES ALLOTTED TO ADMINISTRATION (CENTRAL OFFICE)	(19) PER PUPIL PUPIL PERSONNEL SERVICES COSTS	(20) PERCENT EXPENSES ALLOTTED TO PUPIL PERSONNEL SERVICES
2.9	$13.84	1.5

*SEE APPENDIX A FOR DEFINTION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED*	(3) PERCENT OF STUDENTS TESTED**	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)†	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)††	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	14805	87.20	142	89.9	15.63	2.84	1.11
	5	14166	85.49	138	90.8	15.66	4.37	1.51
	7	15318	75.02	29	89.6	16.18	5.70	1.83
	9	12167	79.12	39	91.9	15.42	7.40	1.98
(2) READING COMPRE- HENSION	3	14805	87.20	142	89.9	15.63	2.86	1.07
	5	14166	85.49	138	90.8	15.66	4.42	1.33
	7	15318	75.02	29	89.6	16.18	5.72	1.65
	9	12167	79.12	39	91.9	15.42	7.15	1.90
(3) SPELLING	3	14805	87.61	142	89.9	15.63	3.50	1.35
	5	14166	86.25	138	90.8	15.66	4.98	1.77
	7	15318	75.55	29	89.6	16.18	6.22	2.14
	9	12167	78.52	39	91.9	15.42	7.91	2.33
(4) CAPITAL- IZATION	3	14805	87.61	142	89.9	15.63	3.33	1.27
	5	14166	86.25	138	90.8	15.66	5.02	1.63
	7	15318	75.55	29	89.6	16.18	6.43	2.01
	9	12167	78.52	39	91.9	15.42	7.99	2.22
(5) PUNCTUATION	3	14805	87.61	142	89.9	15.63	3.50	1.32
	5	14166	86.25	138	90.8	15.66	4.95	1.59
	7	15318	75.55	29	89.6	16.18	6.24	1.91
	9	12167	78.52	39	91.9	15.42	7.80	2.11

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, AND 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

BALTIMORE CITY

TABLE 2. NONVERBAL ABILITY (AVERAGE STANDARD AGE SCORE) AND ACADEMIC ACHIEVEMENT (GRADE EQUIVALENCE), BY SKILL AREAS (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED *	(3) PERCENT OF STUDENTS TESTED **	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS) †	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE) ††	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	14805	87.61	142	89.9	15.63	3.08	1.24
	5	14166	86.25	138	90.8	15.66	4.53	1.55
	7	15318	75.55	29	89.6	16.18	6.03	1.86
	9	12167	78.52	39	91.9	15.42	7.35	2.14
(7) LANGUAGE TOTAL	3	14805	87.61	142	89.9	15.63	3.36	1.11
	5	14166	86.25	138	90.8	15.66	4.89	1.41
	7	15318	75.55	29	89.6	16.18	6.24	1.70
	9	12167	78.52	39	91.9	15.42	7.78	1.88
(8) MATHEMATICAL CONCEPTS	3	14805	87.29	142	89.9	15.63	3.06	.92
	5	14166	86.49	138	90.8	15.66	4.75	1.23
	7	15318	73.92	29	89.6	16.18	6.19	1.47
	9	12167	79.63	39	91.9	15.42	7.71	1.73
(9) MATHEMATICAL PROBLEMS	3	14805	87.29	142	89.9	15.63	3.06	.99
	5	14166	86.49	138	90.8	15.66	4.84	1.24
	7	15318	73.92	29	89.6	16.18	6.06	1.57
	9	12167	79.63	39	91.9	15.42	7.55	1.85
(10) MATHEMATICAL TOTAL	3	14805	87.29	142	89.9	15.63	3.08	.89
	5	14166	86.49	138	90.8	15.66	4.82	1.13
	7	15318	73.92	29	89.6	16.18	6.15	1.39
	9	12167	79.63	39	91.9	15.42	7.65	1.65

* AS OF 9/30/73, ADJUSTED TO INCLUDE NONGRADED CLASSES.

** NUMBER STUDENTS TESTED SPRING, 1974 DIVIDED BY NUMBER ENROLLED 9/30/73, EXPRESSED AS A PERCENTAGE.

† STANDARD AGE SCORE (SAS) DERIVED FROM COGNITIVE ABILITIES TEST, NONVERBAL BATTERY, FORM 1, 1971 EDITION. THE MEANS FOR THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE 100; NATIONAL SD = 16.

†† GRADE EQUIVALENCE (GE) DERIVED FROM IOWA TESTS OF BASIC SKILLS, FORM 5, 1971 EDITION. THE MEANS IN THE NATIONAL NORM GROUP FOR GRADES 3, 5, 7, AND 9 ARE APPROXIMATELY 3.7, 5.7, 7.7, 9.4, VARYING SLIGHTLY FOR EACH SKILL AREA.

APPENDIX A ASSESSMENT PROCEDURES USED IN THE ACCOUNTABILITY PROGRAM

1. Introduction

Appendix A serves as a technical reference source describing the assessment instruments and procedures used in this 1973-1974 Accountability Program. As such, it will describe: (1) the instruments used to measure student ability and student achievement and why these particular instruments were employed; (2) the definitions of data items displayed in various tables; and (3) the formats of the various tables incorporated into this Report -- what is presented and what can and what cannot be interpreted from the data that are displayed.

Although this is a technical Appendix, it is still intended for interested citizens who want a fuller understanding of this first year of educational accountability in Maryland. Toward this end, Appendix A and Appendix B - Complementary State-Level Data, are all written to present a description of procedures used in and results obtained from the 1973-1974 assessment program.

2. Instruments Used to Measure Academic Ability and Academic Achievement

Two nationally standardized measurement instruments administered in Spring 1974 were the sources of data collected on student ability and achievement. The Cognitive Abilities Test (CAT), Form 1, 1971 edition, was used to measure student academic ability; and the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition, was selected to assess academic achievement.

The ITBS was employed for State-wide assessment of academic achievement in part because 17 of the 24 local school systems were already employing some edition of it as part of their regular testing programs. The Cognitive Abilities Test was selected because it had been normed on the same population as was the ITBS. Both tests are used in various school systems throughout the country.

The ITBS and CAT were administered to all Maryland public school children in grades 7 and 9 during the period March 1 to March 31 and to children in grades 3 and 5 during the period April 15 to May 15.

Cognitive Abilities Test

The data presented here are from the Nonverbal Subtest of the CAT. The Nonverbal Subtest was selected as the source of academic ability data because it does not require the ability to read or to do arithmetical computations. The test items involve neither words nor numbers. The test is intended to measure the student's ability to reason by using test questions that are not bound by formal school instruction. The test emphasizes the discovery of and flexibility in manipulating relationships expressed in figures, symbols, and patterns. It has three parts:

Part I:	Figure Classification (17 minutes) Figure Classification measures the pupil's ability to determine how a set of figures are alike and then to select from five alternatives the one that belongs with the set.
Part II:	Figure Analysis (14 minutes). Figure Analysis measures the pupil's ability to determine how two figures are related to each other and then to select two figures that are related in the same way.
Part III:	Figure Synthesis (16 minutes). Figure Synthesis measures the pupil's ability to select from alternative pieces those that when combined would form a particular whole.

The scores of the three parts are combined to form a total Nonverbal Ability Score. The Nonverbal Ability Scores are set so that a score of 100 equals the average score for any age group. A third grade class with an average Nonverbal Score of 100 indicates that, on the average, the students in that grade did as well on the test of nonverbal reasoning as did students of their age nationally.

Iowa Tests of Basic Skills

The following eight tests of the ITBS were selected for use as measurement of academic achievement. The brief descriptions that follow give a general indication of the skills required for success on each test.

I. Reading Skills

Vocabulary (17 minutes). The Vocabulary Test measures the pupil's understanding of the meanings of words presented in short sentences. The pupil chooses, from among four alternatives, the word that has the closest meaning to the key word.

Reading Comprehension (55 minutes). The Reading Comprehension Test measures the pupil's ability to recognize and understand stated or implied factual details and relationships; to discern the purpose or main idea of a paragraph or selection; to organize the ideas presented in a selection; and to evaluate what is read. The test uses short stories, factual articles, and poems as the bases for the test item.

II. Basic Language Skills

Spelling (12 minutes). The Spelling Test measures the pupil's ability to recognize mistakes in spelling. Each test item presents four words. The pupil indicates which, if any, of the words are spelled incorrectly.

Capitalization (15 minutes). The Capitalization Test measures the pupil's ability to recognize the words in a sentence which should be capitalized. The pupil indicates the part of the sentence in which, if any, an error in capitalization occurs.

Punctuation (20 minutes). Ability to punctuate is tested by having the pupil indicate the part of a sentence or the part of a correspondence letter in which, if any, an error in puctuation occurs.

Usage (20 minutes). The Usage Test measures the pupil's ability to use words according to the standards of correctly written English. The pupil indicates the sentence in which, if any, errors in the use of verb forms, adjectives, adverbs, etc. occur.

A total Language score is obtained by adding together the grade equivalence scores of the four basic language skills tests and dividing the sum by four (4).

III. Mathematics Skills

Mathematics Concepts (30 minutes). The Mathematics Concepts Test measures the pupil's ability to understand the number system and the terms and operations used in mathematics. It goes beyond the four fundamental processes of addition, subtraction, multiplication and division by exploring concepts involved in currency, quantity, time, temperature, weight, length, volume, working with whole numbers, and working with decimals, fractions, percents, and ratios. The pupil is presented with a question and four alternative responses from which he is to select the one which best answers the question.

Mathematics Problem Solving (30 minutes). The intent in this test is to measure the pupil's ability to solve realistic problems presented in situations he might experience in everyday living. The test does not require the pupil to compute the answer but to select the correct one from four stated alternatives.

A total Mathematics score is obtained by adding together the grade equivalence scores of the two mathematics tests and dividing the sum by two (2).

The achievement test scores are expressed as GE scores, read as Grade Equivalence scores. The first digit represents the grade and the second digit the month within the grade. A GE of 5.7 would be read fifth grade seventh month.

The academic ability and academic achievement data presented in the tables of this Report are based on the average score made by a grade in a school. No data on individual students or individual classrooms were collected. Each local school system collected its own data on individual students and classrooms in relation to its own needs for program or pupil appraisal and diagnosis.

3. Discussion of Tables Presented

.1 Presented here are descriptions of table formats, definitions of items displayed and sources of data shown in the tables, by level of unit (State and local school system). This discussion will assist the reader to learn exactly what data are shown, so that proper interpretations can be made and improper conclusions avoided.

.2 State-level/School System-level Tables

- Table 1 Community and Public School Resources Profile

This table summarizes basic resource characteristics at the State /school system level. The source for the data on community characteristics is the 1970 Census Bureau Publication PC(1) -22 General Social and Economic Characteristics, Maryland. The data for the item "Percent Disadvantaged -- School Age Children" are provided by Applied Urbanetics, Inc., using 1970 Census data.

Maryland State Department of Education publications are the sources for the data on school staff characteristics and for school financial characteristics.

Terms used in the Table on Community and Public Resources Profile are defined as follows:

- Median Family Income refers to the amount which divides the distribution of total number of families in two equal groups, one having incomes above the median and the other having incomes below the median.
- Disadvantaged School-Age Children refers to (1) anyone living in a household with more than one person per room, (2) anyone paying rent of $70 per month or less, and (3) anyone living in a home which has an assessed taxable base of $10,000 per year or less.
- Average Administrator Salary: principals, vice principals, and administrative assistants were considered "administrators."
- Average Years Teaching Experience refers to total years of teaching experience, divided by total number of teachers.
- Average Years Administrator Experience refers to total years of administrative and/or teaching experience, divided by total number of administrators.
- School Level Pupil/Staff Ratio: school level administrative staff, teachers, guidance counselors, librarians, and therapists were considered "staff."
- Percent Average Daily Attendance (Attendance Rate) was determined by dividing the total number of days of attendance by total number of days of membership (number of days a student was enrolled during the regular school session).
- Total Per Pupil Cost includes such current expense costs as health services, pupil transportation, and operation and maintenance of plant, as well as instructional costs, central office administrative costs, and pupil personnel costs.
- Per Pupil Instructional Costs were computed by total instructional expenditures, including salaries of instructional personnel, costs of contractual services supplies and materials, and other instructional costs, divided by average number of pupils belonging (ANB).

- Per Pupil Administrative (Central Office) Costs were computed by total administrative costs, including salaries of central office administrators, costs of contractual services, supplies and materials, and other administrative costs, divided by ANB.

- Per Pupil Pupil Personnel Costs were computed by total expenditures, including salaries by pupil personnel staff (counselors, psychologists), cost of contractual services, supplies and materials, and other pupil personnel costs, divided by ANB.

- Averages were computed by dividing the total amount by the total number of cases.

  - Table 2 Nonverbal Ability (Average Standard Age Score) and Academic Achievement (Grade Equivalence), by Skill Areas

This Table presents average Nonverbal Ability Scores for Mayland schools (as measured by CAT). The averages were computed from the individual student scores in the designated grades in each school. Also presented are average Grade Equivalence scores (derived from ITBS) for Maryland schools, computed from individual student scores. Standard deviations are provided in each case to indicate the variability of the groups. The footnotes on the Table explain the column headings.

The following is an explanation of the symbols and abbreviations appearing on the Tables.

Average SAS - the average Standard Age Score computed by grade for the State/local school system.

SD - the standard deviation for the State/local system scores. This measure provides an indication of the spread or variability of the scores in the distribution.

Average GE - the average Grade Equivalance achievement score computed by grade for each subtest and for language total and mathematics total scores.

APPENDIX B. COMPLEMENTARY STATE-LEVEL DATA

.1 Introduction

Presented in this Appendix B are data--complementary to assessment data obtained from the ITBS and CAT--that also illustrate how educational accountability in Maryland is progressing. These results come from three sources: the Maryland Basic Skills Reading Mastery Test; an examination of how well Maryland students are doing on the CEEB Admissions Testing Program; and the Maryland High School Graduate Follow-Up Study, 1973.

As these programs reflect different aspects of educational accountability, each will be discussed in its own section.

.2 The Maryland Basic Skills Reading Mastery Test

.1 In 1970, the Maryland State Board of Education adopted the improvement of reading as one of its priorities. As one approach to the problem, Maryland educators looked at reading from a practical point of view. They wanted to know what basic minimum reading skills pupils would need to function and survive in the 1970's. This approach was in accord with the national emphasis. The National Right to Read Program had proposed for its goal that 99 percent of the adult population of the United States be functional readers by 1980. The late U.S. Commissioner of Education, James Allen, had stated that a functional reader was one who could read well enough to live and survive in his society. The U.S. Office of Education had only defined the skills required for functional reading at the adult level. The reading specialists in the Maryland State Department of Education (MSDE), with the help of local educators and civic and business groups, defined functional reading skills objectives at the elementary and secondary level. According to Journal of Reading[1], Maryland is the only state to have made such an attempt.

After having established functional reading skills objectives for 12-year olds, 15-year olds, and 18-year olds, MSDE was charged with the responsibility of developing a test which would measure attainment of these objectives.

.2 Development of Instrument

In 1972, reading specialists from MSDE and local school systems, in conjunction with Services for Educational Evaluation, Inc., as consultants, developed three forms (A for sixth grade, B for tenth grade and C for twelfth grade) of a "Basic Skills Reading Mastery Test." The test was developed as a criterion-referenced (see P. 1-8) measure to assess functional reading skills in (1) following written directions, (2) locating references, (3) gaining information, (4) using forms, and (5) assessing pupil selection of reading as a personal activity.

In 1973, the test was first administered to all pupils, including Special Education students, in grades 6, 10, and 12 in the public schools of Maryland. Form A was administered to approximately 20,500 sixth-grade pupils, Form B to approximately 18,000 tenth-grade pupils, and Form C to approximately 13,000 twelfth-grade pupils.

This initial administration was the first stage of a project to develop a refined, final Basic Skills Reading Mastery Test instrument. On the basis of the results obtained in 1973, the forms were revised and readministered in the Spring of 1974. From this testing frame, another revision and readministration program will be implemented in the Spring of 1975, testing all pupils in the respective grades.

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[1] Journal of Reading. Volume 17, Number 5 (February 1974), p. 350.

In 1973, the Maryland State Board of Education incorporated into its five State goals for reading two goals related to functional reading skills; i.e., Maryland students will (1) meet the reading demands for functioning in society and (2) select reading as a personal activity. The results from the initial 1973 administration of the Basic Skills Reading Mastery Test have been included as part of the first accountability report.

Data are reported grade-by-grade for four functional reading skills areas: (I) following written directions; (II) locating references; (III) gaining information; (IV) using forms. Student reading as a personal activity (V) is summarized in one section for all three grades.

.3 Sample Questions

Following are examples of the test questions contained in the Basic Skills Reading Mastery Test. In each example, the reading category is given; the specific objective under that category; and the test question used to measure mastery of that objective.

Category I - Following Directions

Objective - Students will read to follow directions written in sequential order to prepare food from a recipe.

Test Question (From test for 10th grade)

Read the directions in the box below for making soup. Use this information to help you answer questions 22-24.

DIRECTIONS FOR MAKING SOUP

Open can.
Empty contents into pan and stir.
Add one can of water and stir.
Heat to boiling, stirring occasionally. Serve.

For a richer soup, use one can of milk instead of water.
Makes about 2 1/2 cups soup.

Mark the letter on your answer sheet that corresponds to the one best answer.

22. What can you add to make the soup richer?
    A. One can of water
    B. One can of milk
    C. 1/2 cup water and 1/2 cup milk
    D. Two cups of water

Category 2 - Locating References

Objective - Students will read to locate references within an almanac for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Test Question (From test for 6th grade)

Use the almanac index in the box to answer question 20.

Netherlands	544	New Hampshire	676
Area, Capital	544	Agriculture	700
Cities	583	Altitude	140
Painters (noted)	259	Counties	454
Rulers	251	Museums	676
		Taxes	107
Netherlands Antilles	45		

20. Jane wants to know the rulers of the Netherlands. Where should she look?
   A. Page 251
   B. Page 528
   C. Page 544
   D. Page 545

Category 3 - Gaining Information

Objective - Students will read to elicit necessary information for a vocation from want ads.

Test Question (From test for 10th grade)

In the box on the left is a list of companies who are looking for employees. To answer questions 18-21 mark the letter on your answer sheet which corresponds to the job for which the person is best qualified.

A. Opening for experienced linotype operator and a composition floor or lick-up man. Contact Mr. Bobby Hall, Midland Press Inc., Spencer, Maryland.

B. Experienced Cook needed. Lunch and dinner hours. Good pay, good working conditions. References required, apply in person. Mike's Cafe, 217 N. Walnut.

C. In Desperate Need of lead guitar player for rock group. Please phone 332-6808.

D. RN or LPN full time or part time. 7-7:30 and 3-11:30 shift available. Pay commensurate with experience. 339-1657, after 5 p.m. 336-5578.

18.__Jane McDonald
Registered Nurse

19.__Mr. J. Fish
Experienced Cook

20.__Bobbie Haven
Guitarist

21.__Robert Bruce
Type-setter

Category 4 - Understanding Forms

Objective - Students will read to report personal information on application forms.

Test Questions (From test for 6th grade)

Use the Cheerios Game Coupon in the box to answer questions 26-28.

Cheerios Game Offer

____Enclosed is 1
Cheerios Cereal
Game Offer Special
Seal plus $1.00.

SEND TO: Cheerios Cereal
Game Offer
Box 7060
Rockland, Minn. 50046

____
Name

____
Address

____
City State Zip

Be sure to include zip code to ensure proper delivery. Offer good in all states except where prohibited. Offer expires September 30, 1972. Allow 2 weeks for delivery.

26. Jimmy wants to get the game that he saw offered on the cereal box. What must he send?
- A. $2.00
- B. $1.00 plus the special seal
- C. A boxtop
- D. A game plus $1.00

.4 Statewide Sixth-Grade Results on the Basic Skills Reading Mastery Test (1973)

(I) Following Directions

The test questions in this area assessed pupil ability to interpret basic directional type vocabulary and to follow directions written in a sequential order.

A. For each of three questions on following directions for the use of park play equipment, the following percentages of students responding were able to select the correct answers:

Question 1 - 72%, Question 2 - 85%, Question 3 - 81%

B. For each of three questions on information presented in a weather map, the following percentages of students responding were able to select the correct answers:

Question 1 - 65%, Question 2 - 66%, Question 3 - 74%

C. For each of three questions on the rules for playing a game, the following percentages of students responding were able to select the correct answers:

Question 1 - 69%, Question 2 - 68%, Question 3 - 65%

D. For one question on following study rules, the following percent of students responding were able to select the correct answer:

Question 1 - 59%

(II) Locating References

The test questions in this area assessed pupil ability to utilize tables of contents, indices, headings to locate information.

A. For one question on information in an atlas index, the following percent of students responding were able to select the correct answer:

Question 1 - 77%

B. For each of two questions on information in a newspaper index, the following percentages of students responding were able to select the correct answers:

Question 1 - 78%, Question 2 - 78%

C. For each of four questions on information contained in a real estate map in an advertisement for apartments, the following percentages of students responding were able to select the correct answers:

Question 1 - 70%, Question 2 - 92%, Question 3 - 93%, Question 4 - 76%

D. For each of three questions on information contained in a book index, the following percentages of students responding were able to select the correct answers:

Question 1 - 89%, Question 2 - 40%, Question 3 - 87%

E. For each of three questions on information contained on a page of a dictionary, the following percentages of students responding were able to select the correct answers:

Question 1 - 71%, Question 2 - 59%, Question 3 - 84%

F. For each of two questions on information presented in an almanac index, the following percentages of students responding were able to select the correct answers:

Question 1 - 73%, Question 2 - 88%

(III) Gaining Information

The test questions in this area assessed pupil knowledge of the meaning of words and ability to elicit information from newspaper articles, factual articles, ads, and the like.

A. The following percentages of students responding were able to correctly identify the meaning of the following words:

1.	gallon	94%
2.	forecasts	94%
3.	hope	94%
4.	patriotic	94%
5.	procession	94%

B. For each of four questions on information contained in a grocery ad, the following percentages of students responding were able to select the correct answers:

Question 1 - 84%, Question 2 - 62%, Question 3 - 70%, Question 4 - 80%

C. For each of two questions on information contained in a factual article, the following percentages of students responding were able to select the correct answers:

Question 1 - 40%, Question 2 - 46%

(IV) Using Forms

The test questions in this area assessed pupil ability to gain information from such forms as social security forms, enrollment cards, and coupons.

A. For each of two questions on the information contained in an enrollment card, the following percentages of students responding were able to select the correct answers:

Question 1 - 78%, Question 2 - 72%

B. For each of three questions on a coupon offering a game, the following percentages were able to select the correct answers:

Question 1 - 90%, Question 2 - 44%, Question 3 - 78%

C. For one quesiton on a coupon offering Smile Stickers for sale, the following percent of students responding were able to select the correct answer:

Question 1 - 67%

.5 Statewide Tenth-Grade Results on Basic Skills Reading Mastery Test (1973)

The test questions in this area assessed pupil ability to interpret directional type vocabulary and to follow directions written in a sequential order.

A. For each of two questions on following directions for operating an oven, the following percentages of students responding were able to select the correct answers:

Question 1 - 86%, Question 2 - 75%

B. For each of three questions on following directions for making soup, the following percentages of students responding were able to select the correct answers:

Question 1 - 91%, Question 2 - 96%, Question 3 - 94%

C. For each of two questions on following directions for choosing a child care center, the following percentages of students responding were able to select the correct answers:

Question 1 - 69%, Question 2 - 93%

D. For each of two questions on following directions on the legal hours of employment for minors, the following percentages of students responding were able to select the correct answers:

Question 1 - 58%, Question 2 - 61%

E. For each of two questions on following directions for sewing a pattern, the following percentages of students responding were able to select the correct answers:

Question 1 - 90%, Question 2 - 90%

(II) Locating References

The test questions in this area assessed pupil ability to utilize tables of contents, indices, headings to locate information.

A. For each of two questions on information in a telephone directory, the following percentages of students responding were able to select the correct answers:

Question 1 - 96%, Question 2 - 86%

B. For each of two questions on information in an almanac, the following percentages of students responding were able to select the correct answers:

Question 1 - 84%, Question 2 - 95%

C. For each of four questions on information found on a grocery cash register tape, the following percentages of students responding were able to select the correct answers:

Question 1 -83%, Question 2 - 90%, Question 3 - 91%, Question 4 - 55%

(III) Gaining Information

The test questions in this area assessed pupil knowledge of the meaning of words and ability to elicit information from factual articles, advertisements, and the like.

A. For each of three questions on information contained in a factual article, the following percentages of students responding were able to select the correct answers:

Question 1 - 94%, Question 2 - 91%, Question 3 - 85%

B. For each of four questions on information contained in an employment advertisement, the following percentages of students responding were able to select the correct answers:

Question 1 - 91%, Question 2 - 92%, Question 3 - 88%, Question 4 - 95%

C. The following percentages of students responding were able to correctly identify the meaning of the following words:

1.	illegal	92%
2.	descent	62%

D. For each of three questions on information contained in a grocery advertisement, the following percentages of students responding were able to select the correct answers:

Question 1 - 56%, Question 2 - 53%, Question 3 - 82%

(IV) Using Forms

The test questions in this area assessed pupil ability to gain information from such forms as application forms, coupons, etc.

A. For each of two questions on a coupon for a free mobile home inspection, the following percentages of students responding were able to select the correct answers:

Question 1 - 89%, Question 2 - 73%

B. For each of three questions on the information contained in an enrollment card, the following percentages of students responding were able to select the correct answers:

Question 1 - 95%, Question 2 - 93%, Question 3 - 85%

C. For each of four questions on the information contained in an application form for a U.S. Savings Bond, the following percentages of students responding were able to select the correct answers:

Question 1 - 91%, Question 2 - 59%, Question 3 - 95%, Question 4 - 75%

.6 Statewide Twelfth-Grade Results on the Basic Skills Reading Mastery Test (1973)

(I) Following Directions

The test questions in this area assessed pupil ability to interpret basic directional type vocabulary and to follow directions written in a sequential order.

A. For each of three questions on directions for voting with a voting machine, the following percentages of students responding were able to select the correct answers:

Question 1 - 85%, Question 2 - 91%, Question 3 - 91%

B. For each of five questions on following company rules, the following percentages of students responding were able to select the correct answers:

Question 1 - 81%, Question 2 - 81%, Question 3 - 87%,
Question 4 - 71%, Question 5 - 62%

C. For each of two questions on the rate periods for placing telephone calls, the following percentages of students responding were able to select the correct answers:

Question 1 - 52%, Question 2 - 54%

(II) Locating References

The test questions in this area assessed pupil ability to utilize tables of contents, indices, headings to locate information.

A. For each of two questions on the information in an annotated bibliography, the following percentages of students responding were able to select the correct answers:

Question 1 - 69%, Question 2 - 88%

B. For each of four questions on the information contained in an encyclopedia index, the following percentages of students responding were able to select the correct answers:

Question 1 - 85%, Question 2 - 83%, Question 3 - 89%, Question 4 -58%

C. For each of three questions on information contained in a library index, the following percentages of students responding were able to select the correct answers:

Question 1 - 81%, Question 2 - 72%, Question 3 - 75%

D. For each of four questions on information recorded on a grocery cash register tape, the following percentages of students responding were able to select the correct answers:

Question 1 - 87%, Question 2 - 92%, Question 3 - 92%, Question 4 - 70%

(III) Gaining Information

The test questions in this area assessed pupil knowledge of the meaning of words and ability to elicit information from newspaper articles, factual articles, ads, and the like.

A. For each of two questions on information contained in an excerpt from an Occupations Handbook, the following percentages of students responding were able to select the correct answers:

Question 1 - 74%, Question 2 - 91%

B. For each of four questions on qualifications for employment, the following percentages of students responding were able to select the correct answers:

Question 1 - 92%, Question 2 - 91%, Question 3 - 94%, Question 4 - 93%

C. For each of five questions on information contained in an appliance warranty, the following percentages of students responding were able to select the correct answers:

Question 1 - 83%, Question 2 - 84%, Question 3 - 81%,
Question 4 - 91%, Question 5 - 64%

D. For each of three questions on information contained in a paragraph from a biology textbook, the following percentages of students responding were able to select the correct answers:

Question 1 - 67%, Question 2 - 52%, Question 3 - 68%

E. For each of two questions on information on employment of minors, the following percentages of students responding were able to select the correct answers:

Question 1 - 76%, Question 2 - 60%

(IV) Using Forms

The test questions in this area assessed pupil ability to gain information from such forms as social security forms, enrollment cards, and coupons.

A. For each of two questions on a coupon for ordering a shaver, the following percentages of students responding were able to select the correct answers:

Question 1 - 19%, Question 2 - 91%

B. For each of three questions on the information contained in an apartment lease, the following percentages of students responding were able to select the correct answers:

Question 1 - 85%, Question 2 - 90%, Question 3 - 73%

C. For each of three questions on the information contained in an application form for welfare benefits, the following percentages of students responding were able to select the correct answers:

Question 1 - 93%, Question 2 - 88%, Question 3 - 53%

D. For each of five questions on information contained on a Pre-Placement Health Status Examination form, the following percentages of students responding were able to select the correct answers:

Question 1 - 88%, Question 2 - 86%, Question 3 - 87%,
Question 4 - 91%, Question 5 - 54%

.7 Percentages of Students Who Indicated They Selected Reading as a Personal Activity (1973)

A. Percentages of Students Responding Who Indicated They Read About Their Hobbies

6th grade	10th grade	12th grade
78%	70%	76%

B. Percentages of Students Responding Who Rated Themselves as Average or Above Average Readers

6th grade	10th grade	12th grade
89%	88%	87%

C. Percentages of Students Responding Who Indicated That They Always or Most of the Time Understand the Required Reading in School

6th grade	10th grade	12th grade
77%	75%	79%

D. Percentages of Students Responding Who Indicated That They Spend From One to Six Hours a Week Reading for Fun During Their Vacation

6th grade	10th grade	12th grade
63%	57%	67%

E. Percentages of Students Responding Who Indicated They Enjoyed Reading As a Spare Time Activity

6th grade	10th grade	12th grade
60%	43%	48%

.3 Scholastic Aptitude and Academic Achievement of Selected College-Bound High School Seniors in Maryland Compared with a National Sample*

One way of getting an indication of the effectiveness of school systems in Maryland is by comparing the performance of Maryland students with student performance across the country on the Admission Testing Program, administered by a nonpublic national organization, the College Entrance Examination Board. The ATP is organized to help higher educational institutions select students for admission.

In the two-battery series of ATP, i.e., Scholastic Aptitude Test (SAT) and Achievement Tests, the mean scores of Maryland high school seniors for the years 1972-1973 and 1973-1974 were consistently higher than national norms. Tables APP B-1 and APP B-2 present the comparison of Maryland high school seniors with the National Sample on the Scholastic Aptitude Test for the years 1972-73 and 1973-74 respectively and Tables APP B-3 and APP B-4 on Achievement Test Scores for the years 1972-73 and 1973-74 respectively.

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*Source: College Board Summary Reports (1972-73 and 1973-74 High School Seniors Composite National Report). Princeton, N.J.: College Entrance Examination Board, Admissions Testing Program.

Tables APP B-1 and APP B-2 show that the mean of Maryland students for the SAT was nine points higher than the National Sample for the Verbal Section during 1972-73 and eight points higher during the year 1973-74. For the Mathematics section of the SAT, the mean of Maryland students was seven points higher during 1973-74.

Tables APP B-3 and APP B-4 reveal that the achievement means of Maryland students for 1972-73 were 25 points above the National Mean for English Composition, 21 points higher in Mathematics Level 1, 17 points higher in Biology, 26 points higher in Chemistry, 21 points higher in American History, and 12 points higher in French, and during 1973-74 25 points higher in English Composition, 14 points higher in Mathematics Level 1, 11 points higher in Biology, 22 points higher in Chemistry, 27 points higher in American History, and 3 points higher in French.

It may be pointed out that since the students from Maryland took the test voluntarily, they may not be representative of all high school seniors in the State. However, the consistently higher means for Maryland students as compared with the national sample provide some indication of the effectiveness of school systems in Maryland.

STATE LEVEL

TABLE APP B-1

SCHOLASTIC APTITUDE TEST (SAT) SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1972-73

SCORE	VERBAL				MATH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	57	0	1,793	0	226	1	8,780	1
700-749	333	1	10,744	1	644	3	22,808	2
650-699	817	3	27,242	3	1,576	6	54,535	5
600-649	1,714	7	58,477	6	2,248	9	82,906	8
550-599	2,410	9	86,810	9	3,546	14	133,072	13
500-549	3,659	14	134,485	13	4,165	16	158,919	16
450-499	4,322	17	169,790	17	3,873	15	157,216	15
400-449	4,209	16	172,090	17	3,639	14	149,700	15
350-399	3,865	15	160,465	16	2,804	11	117,219	12
300-349	2,468	10	109,045	11	2,000	8	85,098	8
250-299	1,445	6	63,169	6	887	3	38,798	4
200-249	445	2	20,743	2	134	1	5,653	1
NUMBER	25,744		1,014,853		25,742		1,014,704	
MEAN	454		445		488		481	
STD DEV	110		108		114		113	

STATE LEVEL

TABLE APP B-2

SCHOLASTIC APTITUDE TEST (SAT) SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1973-74

SCORE	VERBAL				MATH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	80	0	2,305	0	311	1	9,871	1
700-749	404	2	12,372	1	738	3	26,371	3
650-699	891	3	28,716	3	1,454	6	54,029	5
600-649	1,573	6	55,373	6	2,251	9	79,573	8
550-599	2,468	10	86,364	9	3,139	12	120,281	12
500-549	3,476	13	126,116	13	3,833	15	141,930	14
450-499	4,266	16	160,509	16	4,166	16	158,167	16
400-449	4,281	17	165,007	17	3,702	14	144,058	15
350-399	3,752	15	155,471	16	3,005	12	117,864	12
300-349	2,624	10	111,785	11	2,247	9	91.588	9
250-299	1,512	6	60,095	6	898	3	36,754	4
200-249	535	2	21,126	2	115	0	4,619	0
NUMBER	25,862		985,239		25,859		985,115	
MEAN	452		444		485		480	
STD. DEV.	112		110		116		116	

STATE LEVEL

TABLE APP B-3

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1972-73

SCORE	ENGLISH COMPOSITION				MATH LEVEL I				BIOLOGY			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	163	2	3,705	1	155	3	4,424	2	31	1	1,661	3
700-749	393	6	11,139	4	290	6	9,330	4	82	7	2,783	6
650-699	734	11	22,469	8	531	11	18,707	9	109	10	4,435	9
600-649	884	14	30,272	11	755	16	29,289	14	154	14	6,259	12
550-599	1,075	16	41,730	15	806	17	34,524	16	189	17	7,587	15
500-549	1,060	16	46,291	17	855	18	39,703	19	171	15	7,912	16
450-499	886	14	45,528	17	634	14	32,708	16	179	16	7,735	15
400-449	683	10	36,070	13	419	9	25,944	12	117	11	6,038	12
350-399	431	7	23,922	9	180	4	12,231	6	55	5	4,043	8
300-349	195	3	10,915	4	57	1	3,553	2	21	2	1,765	3
250-299	38	1	2,897	1	4	0	301	0	3	0	297	1
200-249	5	0	258	0	0	0	12	0	0	0	6	0
NUMBER	6,547		275,196		4,686		210,734		1,111		50,521	
MEAN	524		517		558		537		549		532	
STD DEV	110		107		101		101		106		113	

SCORE	CHEMISTRY				AMERICAN HISTORY				FRENCH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	82	10	3,234	8	41	3	1,425	2	82	4	1,832	4
700-749	95	11	3,356	8	60	4	2,400	3	144	8	2,734	6
650-699	108	13	4,639	11	107	7	4,732	5	150	8	4,240	9
600-649	129	15	5,928	14	189	12	7,668	9	269	14	5,852	12
550-599	133	16	6,710	16	247	16	11,016	13	301	16	7,082	15
500-549	140	17	7,308	17	244	15	14,733	17	328	18	8,090	17
450-499	101	12	6,327	15	268	17	15,612	18	309	17	8,241	17
400-449	43	5	4,177	10	212	13	14,423	17	201	11	6,880	14
350-399	8	1	1,100	3	157	10	10,089	12	68	4	2,411	5
300-349	1	0	82	0	43	3	4,282	5	7	0	113	0
250-299	0	0	2	0	14	1	756	1	0	0	0	0
200-249	0	0	0	0	0	0	41	0	0	0	0	0
NUMBER	840		42,863		1,582		87,179		1,859		47,475	
MEAN	598		572		519		498		556		544	
STD DEV	105.		108		109		105		103		104	

STATE LEVEL

TABLE APP B-4

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1973-74

SCORE	ENGLISH COMPOSITION				MATH LEVEL I				BIOLOGY			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	111	2	2,631	1	102	3	3,732	2	40	4	1,842	4
700-749	370	6	9,311	4	240	6	8,563	5	69	6	2,998	6
650-699	548	10	16,595	7	483	12	17,037	10	111	10	4,807	10
600-649	868	15	28,186	12	649	16	25,376	15	167	15	6,180	13
550-599	941	17	34,292	15	790	20	32,344	19	193	18	6,878	15
500-549	903	16	38,506	17	643	16	27,693	16	190	17	7,210	16
450-499	819	14	38,252	17	575	14	27,095	16	154	14	6,983	15
400-449	601	11	29,379	13	328	8	18,355	11	91	8	5,187	11
350-399	352	6	18,793	8	155	4	9,110	5	61	6	3,208	7
300-349	137	2	9,452	4	35	1	2,521	1	10	1	1,004	2
250-299	40	1	2,599	1	6	0	205	0	2	0	163	0
200-249	6	0	304	0	0	0	1	0	0	0	8	0
NUMBER	5,696		228,300		4,006		172,032		1,088		46.468	
MEAN	542		517		559		545		556		545	
STD.DEV.	108		107		98		101		104		112	

SCORE	CHEMISTRY				AMERICAN HISTORY				FRENCH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	100	12	3,180	9	55	4	1,475	2	117	7	2,700	7
700-749	95	11	3,274	9	58	4	2,072	3	103	6	2,543	7
650-699	116	14	4,374	12	106	8	3,702	5	160	10	3,542	9
600-649	125	15	5,349	15	141	11	6,404	9	206	13	4,916	13
550-599	147	17	5,737	16	175	13	8,041	11	239	15	5,683	15
500-549	124	15	5,963	16	215	16	12,090	17	274	17	6,488	17
450-499	85	10	4,501	12	210	16	12,678	18	253	16	6,284	16
400-449	41	5	2,920	8	188	14	12,133	17	188	12	4,797	13
350-399	19	2	1,033	3	123	9	8,588	12	50	3	1,230	3
300-349	3	0	205	1	39	3	3,410	5	1	0	55	0
250-299	0	0	5	0	10	1	659	1	0	0	2	0
200-249	0	0	0	0	0	0	37	0	0	0	0	0
NUMBER	855		36,521		1,320		71,289		1,591		38,240	
MEAN	603		581		525		498		563		560	
STD.DEV.	108		110		115		107		109		109	

.4 Information from the Maryland High School Graduate Follow-up Study, 1973

The Maryland State Department of Education contacts all high school graduates six months after graduation, to find out, among other things, whether they plan to continue their schooling or seek employment and to get their evaluation of their high school experiences. This follow-up information may be helpful in providing an indication of the effectiveness of the school systems in Maryland. Table APP B-5 provides information regarding the number and percentage of high school graduates who applied for admission to schools to continue their education. The reader will note that about half of the high school graduates applied for admission. This shows motivation of the graduates to continue their education, which might be the effect of education received in the high schools.

Table APP B-6 shows student assessments of their preparation by the schools in "skills and abilities" and Table APP B-7 indicates student assessments of their preparation in school "courses." Tables APP B-6 and APP B-7 reveal that for each "skill/ability" and "course," a majority of those who responded indicated that the preparation they received was either satisfactory or excellent.

STATE LEVEL

TABLE APP B-5

NUMBER AND PERCENT OF MARYLAND 1973 HIGH SCHOOL GRADUATES WHO APPLIED FOR ADMISSION TO A SCHOOL

APPLIED FOR ADMISSION	NUMBERS BY SEX			TOTAL	PERCENT
	MALE	FEMALE	NO RESPONSE		
YES	11,284	12,240	165	23,689	48.1
NO	11,592	12,436	237	24,265	49.3
NO RESPONSE	522	501	222	1,275	2.6
			GRAND TOTAL	49,229	100.0

STATE LEVEL

TABLE APP B-6

REACTIONS OF MARYLAND 1973 HIGH SCHOOL GRADUATES REGARDING THE PREPARATION RECEIVED IN GRADES 10-12 FOR DIFFERENT SKILLS AND ABILITIES

PREPARATION RECEIVED	FOLLOW DIRECTIONS		WORK WELL WITH OTHERS		THINK AND MAKE DECISIONS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE - - -	1,325	7.7	1,325	7.3	1,388	7.7
DOES NOT APPLY- -	826	4.5	528	2.9	423	2.3
EXCELLENT - - - -	5,367	29.6	6,920	38.2	5,195	28.7
SATISFACTORY- - -	10,180	56.2	8,728	48.1	9,689	53.4
UNSATISFACTORY- -	359	2.0	626	3.5	1,432	7.9
TOTAL - - - - - -	18,127	100.0	18,127	100.0	18,127	100.0
	SPEAK BEFORE GROUPS		SOLVE NUMBER PROBLEMS		WRITE REPORTS AND LETTERS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE - - -	1,389	7.7	1,442	7.9	1,418	7.8
DOES NOT APPLY- -	916	5.0	499	2.8	507	2.8
EXCELLENT - - - -	2,573	14.2	5,447	30.0	4,713	26.0
SATISFACTORY- - -	8,193	45.2	8,837	48.8	9,257	51.1
UNSATISFACTORY- -	5,056	27.9	1,902	10.5	2,232	12.3
TOTAL - - - - - -	18,127	100.0	18,127	100.0	18,127	100.0
	FOLLOW LEISURE INTEREST		JOIN IN CIVIL AFFAIRS		USE VOCATIONAL SKILLS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE - - -	1,473	8.1	1,474	8.1	1,490	8.2
DOES NOT APPLY- -	1,732	9.6	3,372	18.6	3,996	22.0
EXCELLENT - - - -	4,446	24.5	1,268	7.0	3,075	17.0
SATISFACTORY- - -	8,244	45.5	6,845	37.8	6,823	37.7
UNSATISFACTORY- -	2,232	12.3	5,168	28.5	2,734	15.1
TOTAL - - - - - -	18,127	100.0	18,127	100.0	18,127	100.0
	READ WITH UNDERSTANDING		LEAD OTHERS		MEET FAMILY RESPONSIBILITY	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE - - -	1,423	7.9	1,459	8.0	1,472	8.1
DOES NOT APPLY- -	438	2.4	1,553	8.6	3,175	17.5
EXCELLENT - - - -	4,739	26.1	2,657	14.7	3,553	19.6
SATISFACTORY- - -	9,589	52.9	9,340	51.1	9,340	51.5
UNSATISFACTORY- -	1,938	10.7	3,118	17.2	3,325	12.8
TOTAL - - - - - -	18,127	100.0	18,127	100.0	18,127	100.0

STATE LEVEL

TABLE APP B-7

REACTIONS OF MARYLAND 1973 HIGH SCHOOL GRADUATES REGARDING THE PREPARATION RECEIVED IN GRADES 10-12 FOR DIFFERENT COURSES

PREPARATION RECEIVED	ART		PHYSICAL EDUCATION		VOCATIONAL PREPARATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE- - - -	1,068	5.9	924	5.1	1,123	6.2
COURSE NOT TAKEN -	10,945	60.4	1,680	9.3	9,803	54.1
EXCELLENT- - - - -	2,065	11.4	5,865	32.3	2,699	14.9
SATISFACTORY - - -	3,223	17.8	8,504	46.9	3,348	18.5
UNSATISFACTORY - -	826	4.5	1,154	6.4	1,154	6.3
TOTAL	18,127	100.0	18,127	100.0	18,127	100.0
	INDUSTRIAL ARTS		GENERAL BUSINESS		MUSIC	
NO RESPONSE- - - -	1,173	6.5	1,175	6.5	1,094	6.0
COURSE NOT TAKEN -	12,109	66.8	9,622	53.1	10,559	58.3
EXCELLENT- - - - -	1,693	9.3	2,788	15.4	2,563	14.1
SATISFACTORY - - -	2,552	14.1	3,960	21.8	3,035	16.8
UNSATISFACTORY - -	600	3.3	582	3.2	876	4.8
TOTAL	18,127	100.0	18,127	100.0	18,127	100.0
	SCIENCE		MATHEMATICS		HOME ECONOMICS	
NO RESPONSE- - - -	886	4.9	865	4.8	1,144	6.3
COURSE NOT TAKEN -	952	5.2	718	3.9	9,933	54.8
EXCELLENT- - - - -	4,782	26.4	6,303	34.8	2,744	15.1
SATISFACTORY - - -	9,694	53.5	8,170	45.1	3,696	20.4
UNSATISFACTORY - -	1,813	10.0	2,071	11.4	610	3.4
TOTAL	18,127	100.0	18,127	100.00	18,127	100.0
	ENGLISH		FOREIGN LANGUAGE		SOCIAL STUDIES	
NO RESPONSE- - - -	818	4.5	920	5.1	892	4.9
COURSE NOT TAKEN -	512	2.8	5,974	33.0	737	4.1
EXCELLENT- - - - -	5,856	32.3	2,471	13.6	5,038	27.8
SATISTACTORY - - -	9,200	50.8	6,000	33.1	10,279	56.7
UNSATISFACTORY - -	1,741	9.6	2,762	15.2	1,181	6.5
TOTAL	18,127	100.0	18,127	100.0	18,127	100.0

APPENDIX C THE MARYLAND EDUCATIONAL ACCOUNTABILITY ACT

Public School Laws of Maryland

EDUCATIONAL ACCOUNTABILITY

Introduction

An ACT to add new Section 28A to Article 77 of the Annotated Code of Maryland (1969 Replacement Volume), title "Public Education," subtitle "State Superintendent of Schools," to follow immediately after Section 28 thereof, to provide for a program of educational accountability for the public schools of Maryland; and to generally relate thereto.

WHEREAS, The goal of this Act is to assure that all public school students, throughout the State of Maryland, have access to an education that will enable them to function to the best of their abilities as informed citizens. Each student has the right to expect his school and school system to provide adequate instruction in the minimum skills necessary to master effective verbal and written communication. In addition, each student should have access to mathematical, scientific and technical knowledge so that he will be able to function adequately in this complex age. Further, each student should be able to understand our government so that he may participate effectively in all of the duties and rights of citizenship. All students, whether normal, handicapped or exceptional, have the right to expect their schools and school systems to provide the opportunities to help each individual realize his fullest potential.

The purposes of this Act are to provide for the establishment of educational accountability in the public education system of Maryland, to assure that educational programs operated in the public schools of Maryland lead to the attainment of established objectives for education, to provide information for accurate analysis of the differential effectiveness of instructional programs; now, therefore,

Article 77, Section 28A

SECTION 1. Be it enacted by the General Assembly of Maryland, That a new Section 28A be and it is hereby added to Article 77 of the Annotated Code of Maryland (1969 Replacement Volume), title "Public Education," subtitle "State Superintendent of Schools," to follow immediately after Section 28 thereof, and to read as follows:

28A.

(a) Education accountability program. The State Board of Education and State Superintendent of Schools, each Board of Education and every school system, and every school, shall implement a program of education accountability for the operation and management of the public schools, which shall include the following:

(1) The State Board of Education and the State Superintendent of Schools shall assist each local school board and school system in developing and implementing educational goals and objectives in conformity with statewide educational objectives for subject areas including, but not limited to, reading, writing and mathematics.

(2) Each school, with the assistance of its local board of education and school system, shall survey the current status of student achievement in reading, language, mathematics, and other areas in order to assess its needs.

(3) Each school shall establish as the basis of its assessment project goals and objectives which are in keeping with the goals and objectives established by its board of education and the State Board of Education.

(4) Each school, with the assistance of its local board of education, the State Board of Education and the State Superintendent of Schools, shall develop programs for meeting its needs on the basis of priorities which it shall set.

(5) Evaluation programs shall concurrently be developed to determine if the goals and objectives are being met.

(6) Re-evaluation of programs, goals and objectives shall be regularly undertaken.

(b) The State Department of Education shall assist the local boards of education in establishing this program by providing guidelines for development and implementation of the program by the local boards, and by providing assistance and coordination where needed and requested by those boards.

(c) Beginning on July 1, 1973, the State Board of Education, upon recommendation of the State Superintendent of Schools, shall include in its annual budget request such funds as it deems necessary to carry out the provisions of this Act.

(d) During January, 1975, and each January thereafter, the State Superintendent of Schools shall transmit to the Governor and to the General Assembly a report which includes, but is not limited to, documentation indicating the progress of the State Department of Education, the local boards of education and each school in the State, toward the achievement of their respective goals and objectives and recommendations for legislation which the State Board of Education and the State Superintendent of Schools deem necessary for the improvement of the quality of education in Maryland.

SECTION 2. And be it further enacted, that this Act shall take effect July 1, 1972.